

# **Nomination Requirements**

For the

## **Michigan Blue Ribbon Exemplary Schools Program**

Prepared by:

### **Grissom Middle School**

35701 Ryan Road  
Sterling Heights, MI 48310  
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Mrs. Suzanne Nye, Principal

Warren Consolidated Schools  
Dr. James Clor, Superintendent

## PREPARATION OF SCHOOL SELF-ASSESSMENT

STAKEHOLDERS	POSITION
Sue Fragnoli	Co-Chair/Counselor
Danielle McLean	Co-Chair/Teacher
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Barbara Sikora	Teacher
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Barbara Jones	Teacher/Section H Leader
Irina Hirschberger	Teacher/Section C Leader
Victor Kolpak	Teacher/Section F Co-Leader
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Jennifer Pisha	Teacher/Section A Leader
Jacquelyn Walters	Teacher/Section B Leader
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Dena Berke	Teacher
Sylvia Buck	Teacher
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Marge Czarnik	Teacher
Patrick Dailey	Teacher
Dave Elliott	Teacher
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Ronna Fisher	Counselor
Christine Gluszewski	Teacher
Jeff Gray	Teacher
Judy Gregory	Teacher
Christine Guerreso	Teacher
Michael Gurney	Teacher
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Sue MacQuarrie	Teacher
Samar Mansour	Teacher
Tari Michaelson	Teacher
Patricia Mulholland	Teacher
Elizabeth Rinehart	Teacher
David Rodriquez	Teacher
Yvette Searle	Teacher
Jeff Skwier	Teacher
Debbie Tesch	Teacher
Justin Watson	Teacher
Marsha White	Teacher
Jeanne Yasso	Teacher
Elizabeth Zachary	Teacher

## **PART I: ELIGIBILITY CERTIFICATION**

The signatures on the first page of this nomination package certify that each of the statements below concerning the school's eligibility, previous recognition in the Blue Ribbon Schools Program, and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school is a middle, junior, or high school. Or the school is K-12 and the middle, junior, and/or high school components are applying. The entire school is applying unless the school is K-12.
2. The school has been in existence for five full years.
3. The school has not received state recognition as a Blue Ribbon School for six or more years.
4. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
5. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
6. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
7. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; and if there are such findings, the state or district has corrected, or agreed to correct, the findings.
8. Once the program is fully operational, the nominated school must have a grade of either A or B under the Michigan Department of Education's Education YES! Accreditation Program and attained AYP.

## PART II: BACKGROUND AND DEMOGRAPHIC DATA

### District

**1. Total number of students (PreKindergarten-12) enrolled in the district:** 15,263

**2. Total number of schools in the district:** 25

Number of schools at each level: Elementary 15 Middle 5 Junior High 0 Senior High 3  
MMSTC 1 Alt. High 1 Vocational Center 1

**3. District Per Pupil Expenditure:** \$10,239 **Avg. State Per Pupil Expenditure:** \$9,303

### Nominated School

**4. Category that best describes the area where the school is located:**

Urban or large central city

Suburban school with characteristics typical of an urban school

Suburban

Small city or town in a rural area

Rural

**5. Number of years the principal has been in her/his position at this school:** 5 years

**6. Number of students enrolled at each grade level or its equivalent in the school:**

Grade	# Males	# Females	Grade Total
6	124	117	241
7	134	125	259
8	134	121	255
<b>Total Numbers</b>	392	363	755

**7. Racial/ethnic composition of the students in the school:**

- 0.1 % American Indian or Alaska Native
- 3.8 % Asian
- 5.3 % Black or African American
- 1.1 % Hispanic or Latino
- 1.6 % Native Hawaiian or Other Pacific Islander
- 88.1 % White

**100% TOTAL**

**8. Student turnover, or mobility rate, during the past year: 0.5%**

**9. Total number of English Language Learners in the school: 244**

Specify languages represented: Albanian, Arabic, Assyrian, Bengali, Bosnian, Chaldean, Chinese, Greek, Guarani, Hindi, Hmong, Italian, Korean, Macedonian, Malayalam, Marwari, Pilipino, Polish, Punjabi, Romanian, Russian, Serbo-Croatian, Slovak, Spanish, Tagalog, Ukranian, Urdu, Yoruba.

**10. Total number of students who qualify for free/reduced priced meals: 283**

If this is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

**11. Total number of students receiving special education services: 81**

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

- |                                 |                                  |  |
|---------------------------------|----------------------------------|--|
| <u>1</u> Hearing Impairment     | <u>  </u> Traumatic Brain Injury | <u>30</u> Specific Learning Disability |
| <u>  </u> Deaf-Blind Impairment | <u>1</u> Physical Impairment     | <u>27</u> Speech & Language            |
| <u>5</u> Autism and Aspeger's   | <u>8</u> Other Health Impairment | <u>1</u> Visual Impairment             |
| <u>16</u> Cognitive Impairment  | <u>3</u> Emotional Impairment    | <u>  </u> Severe Multiple Impairment   |

**12. Describe any significant changes in the data reported in items 4-11 that have occurred during the past five years and explain why the changes occurred.**

**13. Indicate the number of full- and part-time staff members in each of the below categories.**

<b>Number of Staff</b>	<b>Full-Time</b>	<b>Part-Time</b>
Administrator(s)	2	
Classroom teachers	36	1
Special resource teachers/ specialists	2 /7	
Paraprofessionals	2	
Support Staff	4	2
<b>Total Number</b>	53	3

**14. Total number of classrooms in the school: 44**

**15. Year school was built: 1969 Date(s) of any major renovation(s): June 2003-Feb. 04**

If the school has been renovated, briefly describe the nature of the renovation:

The entire building received new windows, plumbing, floors and ceilings, updated lighting, climate control, and technology support.

NOTE: Because of reduced State aid and increased operating costs, before the 2003-04 school year the Warren Consolidated Schools redistricted middle schools by closing one building and adding approximately two hundred fifty students to Grissom's enrollment.

### **PART III: SUMMARY STATEMENT**

Grissom Middle School, or “World Famous Grissom”, as it is known by students and staff, is located in Sterling Heights, Michigan. Opened in 1969, it is one of five middle schools in the Warren Consolidated School District, one of the largest school districts in the state. Grissom Middle School is named after Virgil I. Grissom, NASA Astronaut. “Gus” Grissom was a combat pilot, mechanical engineer, and astronaut who lost his life in service to the nation. As one of the original seven Mercury astronauts, he was a pioneer in space travel. And, just as its namesake, Grissom is a school dedicated to helping its students be academically successful and physically fit individuals, productive citizens and successful lifelong learners in a constantly changing world. The tenets of “Healthy-Body Healthy Mind” motivate students and staff.

Due to its location, Grissom’s attendance area encompasses sections of three different cities- Sterling Heights, Troy, and Warren. Grissom’s diversity, however, is echoed in more than just setting. Grissom serves the needs of almost 800 students of which thirty-nine percent speak and hear languages other than English in their homes. Grissom Middle School has the largest English Language Learner (ELL) population in Warren Consolidated Schools. There are twenty-five languages represented in the school. Most prevalent are Arabic, Chaldean (Christian Iraqi), and the languages of the Balkan countries. Grissom brings together a diverse population whose religious beliefs include Buddhism, Christianity, Hinduism, Islam, and Judaism. Along with cultural diversity, Grissom serves a diverse academic population. A significant Special Education population includes students in the CI Program (Cognitively Impaired) as well as two resource rooms. In addition, special needs students may utilize the services of a teacher consultant, speech and language pathologist, social worker, or school psychologist. The six class-period day provides the flexibility needed for ELL, At-Risk, Special Education, and the gifted learners, as well as the general population. The diverse Grissom parent community encompasses those who work in middle class hourly and salaried jobs for the auto industry to those whose white-collar jobs are in technology, medicine, and business. Is it any wonder that students, staff and parents gathered together to dip their hands in cans of paint and imprint those hands on the wall of one Grissom hallway? In the middle of this wall of multicolored handprints are the words “Hand in Hand, we celebrate DIVERSITY.”

Students of varying aptitude and ability, as well as specific disability, are intricately linked to the philosophy that “all children can succeed”. Grissom English Language Learners are placed in one of four ability levels and allowed to transit upward when proficiency is attained. However, English language skills do not come easily for these students and language acquisition can require up to seven years. Instruction is adapted to challenge and accelerate learning for the ELL learner. In addition to ELL students, Grissom’s Special Education programs add to the fabric of our total school program and to the diversity of our student body. Special Education students are provided support and guidance through Child Study Teams which monitor each student’s progress. Many in the Special Educational program are instructed in the resource room setting (Learning Disabled and Emotionally Impaired) or the Cognitively Impaired Classroom. Other Special Education students are serviced by teacher consultants, speech and language specialist, social worker, school psychologist, and POHI services. Our Special Education students are mainstreamed to their least restrictive environment. The Special Education curriculum allows these students to excel whenever possible, parallels the district curriculum, and encompasses State Benchmarks and Grade Level Content Expectations.

Grissom is a Title I school, with thirty-six percent of students qualifying for the federal free/reduced lunch program. Despite undergoing drastic cuts in State support for three out of the last four years, Grissom continues to maintain a full program for all students. At-Risk students, while mainstreamed in regular classes, are mentored by individual teachers with care through the **Adopt-a-Student** program. Lessons, tests, common assessments, and graded assignments are adjusted for At-Risk, ELL, Special Education, and gifted students so that they may perform to their highest level. Grissom has many programs to aid those students in need. In order to further their success, a full spectrum of **tutoring** is offered to all students. In addition, a special summer program, **Grissom Grizzlies Summer Academy**, is available to the At-Risk students as they transition into sixth grade. These students work in both large and small groups focusing on social skills, team building and academic reinforcement. To improve

reading skills, especially in the At-Risk and ELL population, the **Communications** class offers a highly developed and individualized reading curriculum. Phonic reinforcement is provided using the **Orton-Gillingham** program.

Grissom staff is committed to the academic success of all students. Building curriculum is aligned with the State of Michigan Standards and Benchmarks. Grissom is fully accredited by the North Central Association. Consisting of all staff, **Professional Learning Communities** utilize a forty-five minute late start every Monday to work on the School Improvement Process involving Smart Goals in all subject areas. Thirty late start Mondays provide over twenty-two hours of staff development in addition to the regular three full days of in-service. This time allows staff to continually assess student needs and immediately adjust curriculum and lessons to meet those needs.

Reading, writing, and, higher-level thinking skills are emphasized throughout the curriculum and are infused in all classes. Grissom teachers use innovative teaching techniques to engage all levels and types of learners. In the area of language arts, **Authors in Autumn** brings authors and illustrators to talk with classes about their craft. To effectively teach math concepts, skills, and techniques, teachers enhance learning with real world situations that bring math alive. Eighth graders utilize skateboards and rollerblades to apply acceleration formulas in the **Bring Your Ride to School** activity. Sixth graders use cards to play **Fraction Wars** and rearrange **tessellation figures** to look like animals. Seventh graders design and create 3-D earthquake proof houses with the industrial arts class. Then a “shake n’ bake” machine recreates an earthquake, thereby allowing students to evaluate the effectiveness of their designs. In Social Studies, sixth grade classes reinforce their knowledge of the **Core Democratic Values** by creating superheroes that protect the fundamental beliefs. Dr. J (ustice), the Hammer of Justice, who strikes out injustice in enemies, shows the creativity of one Grissom student.

At Grissom, technology greatly enhances the learning process. With three full computer labs and two portable laptop carts, computerized instruction and the Internet are available to all. Computers provide research capabilities and access to software programs, such as **Inspiration**, **Rosetta Stone**, and **Video Streaming** which allow students of all levels enhanced opportunities for individualized learning. Gifted students use **E2020** interactive technology to take advanced middle and high school credit classes. All Grissom students and staff have access from school or home to the powerful **Grolier Encyclopedia Online** learning tool, which includes six encyclopedias, seven dictionaries, Associated Press news services, teacher lesson plans, and support materials.

Grissom is also committed to the development of well-rounded individuals who are physically, socially, and emotionally sound. Incorporating Michigan’s Exemplary Physical Education Curriculum (EPEC), our physical education program stresses techniques and activities for all students keeping fit throughout life. The full spectrum of exercise equipment in our **Fitness Room** creates an opportunity for all students, especially those At-Risk, to develop a positive attitude, as well as good physical habits. In addition to Inter-scholastic sport teams, Grissom offers an award winning **Intramural Program**. For the musically inclined, Grissom’s Band Program consistently receives superior ratings at district, regional and state competitions.

Character Education is an integral part of our everyday teaching program. A yearly **Peacemaker Award** honors one student who promotes peace in our school. Grissom students participate in the **DARE** program which informs students of the dangers of drug abuse, violent behavior and smoking. Three times in the last five years Grissom has won the Martin Luther King **Kindness and Justice Challenge** in recognition of the acts of kindness and justice our students performed. Grissom students support each other in building strong values and handling difficulties. In addition to building individual character, caring for others is a Grissom tradition. Each year Grissom honors America’s veterans with a **Veteran’s Day Celebration**. Canned food drives along with mitten and hat collections are ongoing events at Grissom. Our **Peer Mediation Program** involves student mediators who deal with situations involving name-calling and quarrels between friends and fellow classmates. It is a wonderful example of student helping student. The Spirit, the Goal, the Heart of Grissom Middle School is best summarized in our **Mission Statement** and is echoed by this quote from a parent, “I am always hearing not just good things, but GREAT things about Grissom. The staff is the best, bar none!!! They treat our kids like their own.”



#### **PART IV: VISION/MISSION STATEMENT**

Grissom Middle School recognizes the emotional, social, physical and intellectual needs of its multicultural society. In partnership with our community, we are dedicated to providing a safe learning environment for all students to grow and achieve their maximum potential as successful lifelong learners and productive citizens in a constantly changing world.

Led by Grissom's **Professional Learning Community**, the Grissom staff believes in the principles that: (1) We expect all students to learn specific information, (2) We determine which students have learned and (3) We respond to those students who are not learning and are At-Risk. For those At-Risk students the Grissom staff and administrators have developed the **Ladder to Success** which has eight "rungs" of support to help students achieve to their full potential.

#### **PART V: SCHOOL SELF-ASSESSMENT CRITERIA**

## A. STUDENT FOCUS AND SUPPORT

### **A1. How is the school's population best described? What are the student's needs? How does the school assure that the needs of all students are met?**

"World Famous" Grissom Middle School is located in a middle class, middle income neighborhood in suburban Sterling Heights, Michigan. Grissom serves the needs of more than eight hundred diverse students of which thirty-nine percent hear a language other than English in their homes. Twenty-eight languages are represented in the school. Arabic, Chaldean (Christian Iraqi), and the languages of the Balkan countries are the most prevalent. Our Special Education population includes educable mentally impaired students (32) in the **Cognitively Impaired Program (CI)** as well as two resource rooms [32] (C3). A social worker is available full time and a teacher consultant, a speech and language therapist, and school psychologist are available part time. The six period day provides the flexibility needed for ELL, At-Risk, Special Education, and gifted learners as well as the general population. Along with core academics, all students choose from a wide variety of elective classes.

Grissom English Language Learners (ELL) are tested yearly with the Woodcock-Munoz Language Assessment (H1) and placed by levels according to their English language proficiency. Level 1 students (26) are in a self-contained environment for core subjects with our two highly trained **ELL teachers**. Level 2 (40) students are self-contained for only language arts, reading, and social studies. Level 3 students (113) as well as Level 4 students (22) are mainstreamed with the support of our two full-time **ELL tutors**. Hampton-Brown tests are utilized by ELL teachers to help determine level changes between the Woodcock Munoz testing periods. A counselor, acting as an **ELL Advocate**, ensures that student needs are met.

Grissom's instruction is aligned with district curriculum and State and National Standards and Benchmarks and is fully accredited by the North Central Association. Guided by the district SPAB (Student Proficiency Advisory Board) committee (F1), our **Professional Learning Community (D1, E1, F1)**, which consists of all staff, utilizes Grissom's forty-five minute Late Start every Monday to work on the School Improvement Process involving **Smart Goals (E1)** in all subjects. The thirty **Late-Start Mondays** provide over twenty-two hours of staff development in addition to our three regular full day and three half day in-services. The exceptional Grissom staff uses a variety of approaches (D1) to address reading, writing, and thinking skills and to engage the multiple intelligences of our diverse population. Reading and writing are taught across the curriculum. Small and large group activities, hands-on assignments, visual cues, and computer integration enable and support higher level thinking skills. Grissom's **communications class** is a sharply defined reading program, beginning in the seventh grade with basic skills and continuing through eighth grade with increased emphasis on comprehension and communication skills (C5). In addition, Grissom utilizes support programs such as *Soar to Success*, an intermediate reading intervention tool, and the **Orton-Gillingham** intensive, systemic, sequential phonics method to help students struggling with reading in the core areas. Diverse math needs are addressed by a scaffolding of mathematics instruction (C5b) which provides a sharply focused instruction for each individual's needs. In all subjects, modified assignments are made for the gifted, students with special needs, and ELL students. **Authors in Autumn**, a program where an author/illustrator visits Grissom classes for a day, brings books to life and illuminates how writing skills can be developed as a career choice.

Student strengths and weaknesses are evaluated by informal and formal assessments. Students take standardized tests such as the Michigan Educational Assessment Program (MEAP) in English-language arts, science, social studies, and math, and the **Metropolitan Achievement Test** and Otis-Lennon School Abilities Test (MAT-8/OLSAT). The Plato Corporation *eduTest*, a computer-based mathematics and language arts assessment of standards and benchmark proficiency, is taken by all students (except CI students) each year in the spring. Results of these tests are used to drive instruction and develop more meaningful learning opportunities (H1). CI students take the MI-ACCESS test.

The social and emotional needs of Grissom's students are evaluated by teacher observation, and if needed referral is made to support professionals (A2) through the process called "Child Study" (A2) for additional help as needed. To keep the school safe, the Grissom staff is alert to possible problem situations among our students, and referrals are often made and support given before any problem behavior occurs. Grissom's two counselors organize group counseling sessions as needed (A2). Special needs among the students are addressed with the aid of the teacher consultant, social worker, speech and language pathologist, and school psychologist, as well as by our Special Education and resource room teachers. **STARS**, an alternative education program which is offered at another district site, is available when needed. With our diverse population, we have the full time help of two ELL aides and three Title I aides.

Grissom is a Title I school, with thirty-six percent of students qualifying for the federal free/reduced breakfast and lunch program. Our student support includes a full spectrum of tutoring programs, orientation programs, and counseling programs through the Grissom **Ladder To Success** interventions (C6). A wide spectrum of tutoring opportunities is offered to all students. **Before and After School Tutoring**, staffed by seven volunteer teachers, is available Monday through Thursday, from 7:15 to 7:50 A.M., and from 3:00 to 4:00 P.M. (22 avg.) A snack is included in the afternoon program. The **Academic Center** is available to all students during their lunch. It is mandatory for student athletes who receive negative academic progress reports and is also available to other students as assigned by their teachers. The **Coaches' Academic Training Table** functions on nights when athletic teams share the gym. While one team practices, another is in a classroom completing homework assignments while supervised by their coach. A focused **summer school** program for reading and math is available through the Warren Consolidated School District. The program meets four days a week for four weeks in July, from 8:45 to 11:45 A.M. The cost is \$250 per student, with a \$25 registration fee. The registration fee is refunded at the end of the program to students with perfect attendance, thus providing an incentive for parents to ensure their child's successful attendance. Title I funds are available for partial or even one hundred per cent scholarships for needy students. Students who are failing three academic classes can avoid retention by successfully completing summer school. Students who are failing two academic classes are strongly encouraged to increase their skills by attending. ELL aides are available at summer school to assist students with limited English language skills. Our **Grissom Grizzlies Summer Academy** (A3) is an intensive two week orientation, helping our identified At-Risk population successfully transition from elementary to middle school.

Technology aids both instruction and assessment. Classes utilize software designed to challenge students at their skill level. Teachers design and present lessons utilizing interactive programs and the Internet to challenge all, including the At-Risk, ELL, Special Education, and gifted student. *E2020* software allows the gifted student to work ahead of his classmates, get high school credit, and retain the important social ties with his peers (C5a,b).

The media center includes two large group instruction areas, one with a SMARTBoard (D4). There is also a projection TV/VCR/DVD in the cafeteria for large group instruction. Video conferencing is available with other classrooms throughout the district. The cafeteria adjoins the gymnasium, with a movable wall that allows the two rooms to work as one large space for school-wide assemblies and programs. **Field Day** (C6), the **fitness room** (C6), Wednesday Volleyball (B2), and Friday Basketball (B2) are among the many athletic opportunities that support our mission of developing the whole individual for a career in the international marketplace.

## **A2. What nonacademic services and programs are available to support students, and how do they relate to the student needs and school goals identified?**

Grissom has many nonacademic services and programs available to support students. Our **Peer Mediation Program** involves fifteen student mediators who deal with situations involving friendship, name-calling, and misunderstandings between friends (65 incidents). Mediators receive extensive interviewing and training with the counselors. Through this process, the students themselves are empowered and develop better problem-solving skills resulting in a reduced number of behavior referrals

(B4). Along with regular counseling services such as orientations, scheduling, and testing, Grissom counselors conduct **support groups** for students in the areas of divorce (2 groups of 7), dealing with grief (6 to 13), and anger management (2 groups of 8). By participating in these groups, students develop better coping skills. Students, parents, and teachers identify students in need, and selection for these groups is made by the counselors. Groups meet before or after school or during the school day, to best meet the needs of the students involved. In addition, there is a study skills group. Grissom's wide spectrum of tutoring and our Ladder to Success (A1) are available to all students and have contributed to improved MEAP scores (Appendix IV).

A part-time school psychologist and teacher consultant, and a part-time speech and language pathologist work with students and consult with teachers and parents. They, along with our full time school social worker and counselors, comprise the **Child Study Team**. This team works to screen initial Special Education referral cases. Prior to any formalized evaluation, the child study team formulates a series of classroom-based interventions and establishes a time line for facilitation. The teacher consultant works with regular education teachers to determine if interventions alone may change academic performance or behavior. When interventions and consultations are not enough to effect lasting change, an evaluation for Special Education services is made by the team in consultation with parents and classroom teachers. The Grissom **Crisis Team** is composed of the two counselors, social worker, psychologist, speech and language pathologist, principal, and assistant principal. In instances such as when a death occurs, if a child is in danger to themselves or to others, and during school lockdowns, the Team convenes.

A **school nurse** is in our building on a rotating schedule. Local and county health services are available to all students and their families on a referral basis. Our **Fitness Room Program** (C6) utilizes the philosophy of "Healthy Body-Healthy Mind" and involves all students, including At-Risk students, in training regimens that help them to develop good mental as well as physical habits. Grissom assemblies create greater awareness for our students. DTE Energy multimedia assemblies entitled *Inside Out* and *The Power of One* demonstrate to students the value of making good, sound choices. Follow-up lesson plans provided by DTE, accessible online, were used by teachers with their classes.

There are two sources for Grissom's **Life Skills** program: Susan Kovalik LIFESKILLS and the Boy Scouts Character Education program. Specific Kovalik Lifelong Guidelines are Trustworthiness, Truthfulness, Active Listening, No Put-Downs, and Personal Best. Some of the LIFESKILLS that are addressed are: Caring, Cooperation, Effort, Initiative, Perseverance, and Sense of Humor. Life Skills is taught in all grades. Eighth grade health students cover: Violence Education (harassment, bullying, anger management), Food, Nutrition and Fitness, Drug, Alcohol, and Tobacco Awareness, and AIDS and other STD's (with parental permission). The Grissom **DARE** officer conducts a three day series with all the students within their social studies classes. This program covers drug abuse (including alcohol), violent behavior, and smoking. The school also has access to a **Liaison Officer**, who works with At-Risk students, to help prevent problems that might arise outside of the school with that student.

**Winning Futures** (G1) is a mentoring program for sixth and seventh graders founded by a former WCS student who is now president of Hamilton Chevrolet. Students learn the importance of goal setting, community building, exposure to the world of work, and career awareness. In addition, students work on motivation and self-esteem, begin to discover their own strengths and weaknesses, develop social skills, learn how to begin planning for the future, and receive one-on-one mentoring. Students who exhibit their "Personal Best" in school have their names read at our local Chaldean church (G1) to honor their accomplishments.

With our large number of ELL students, Grissom offers **ELL parent/student sessions** in order to help develop American study habits and social responsibilities. These seminars are typically offered twice per year. Approximately one hundred fifty per grade are in attendance. In addition, the counselor and the school psychologist present lessons to our CI students which address their social and emotional needs.

### **A3. How does the school determine and address the developmental needs of students as they move from grade to grade?**

Utilizing **data** gleaned from MEAPs, MAT-8s, *eduTest*, report cards, and other sources (H1) to identify developmental needs, Grissom's skilled teachers adapt the curriculum to specific sub-groups and individuals with the Standards and Benchmarks serving as the guide. **Late-Start Mondays** (A1) are used to clarify and sharply focus appropriate interventions for all At-Risk students. The district and school curriculum are aligned with the Standards and Benchmarks of the State of Michigan. Textbooks for Special Education students are aligned with the Benchmarks but adapted to the student's appropriate reading levels.

Parents are informed of school activities through a newsletter that is sent home each month. A Grissom **Parent-Student-Teacher Compact** emphasizing the commitment of parents, students and teachers is also included in the August newsletter as part of the registration process, and is signed by the student, parents, and the teacher. Each student is given an agenda at the start of each school year. Students are required to carry the **agenda** with them from class to class, recording daily assignments and homework. The agenda as well as *The School Messenger* (D4) is well used as a communication tool between home and school.

An **orientation** program eases entry into Grissom Middle School for the incoming fifth grade students from the six WCS feeder schools. First, a meeting is held at each of the feeder schools during which time a counselor explains the middle school program, discusses course selection and answers student questions and concerns. A Grissom administrator also attends this initial meeting with the students. In a subsequent **parent meeting** held at Grissom, parents have the opportunity to tour the school and become acquainted with procedures and course selections. Incoming fifth grade students visit Grissom in May. Selected seventh and eighth grade student leaders connect with the future students and guide them through the school. The fifth graders enjoy a lunch in the Grissom cafeteria and then return to their home school. During August **registration**, prior to the start of school, students can again tour the school with their schedule in hand to find their classrooms and try their lockers. At this time the Grissom Booster Club provides a "Welcome to Grissom" lunch for the new students and their parents. On Tuesday, Wednesday, and Thursday mornings for the first three weeks of August, **Grissom Grizzlies Summer Academy** eases the transition process for At-Risk students. The At-Risk students work in one large group or are divided into four teams to focus on social skills, team building, academic reinforcement, and developing a positive attitude about their new school. After the first card marking, data (B4) showed that At-Risk sixth graders showed great improvement in behavior grades, thus continuing the positive attitude needed to improve academically.

Transition from grades 5-6, 6-7, 7-8, and 8-9 involves subject area, **cross-grade teacher meetings** to share student information. In social studies classes, counselors discuss next year's courses and answer questions. In eighth grade, the counselor meets with high school counselors to share information and concerns. She also meets with each eighth grade student individually to provide for a smooth transition. A panel of high school students visits Grissom eighth grade classes to share high school expectations, procedures, and programs. During lunch, the high school students discuss different clubs and activities. Intensive transition programs for our eighth graders, including a mentoring program where upperclassmen mentor ninth grade students, are offered by our two high schools. **Transition IEP meetings** are held for future sixth and ninth grade Special Education students. The eighth grade cognitively impaired students spend a morning at the high school, meeting students and teachers, and sitting in on classes. Parents of Grissom Middle School students are involved through the 6th grade orientation meeting, the August registration meeting, and **Meet the Teacher Night** in September. Parent conferences are held in November and March, ongoing conferences are held as needed, and counselors and teachers meet with parents if they have specific concerns or special requests. When a student arrives or leaves in the middle of the school year, communication takes place between counselors from each school. Records are reviewed to determine a new student's needs, appropriate class placement, and interventions, if necessary. A Grissom counselor meets with the student to address any concerns and to smooth the transition process. At that time, the student is assigned a grade-appropriate "buddy" to tour

the school and assist the student as needed. **ELL** student placement is determined with the aid of The Woodcock-Munoz Language Survey, Hampton-Brown placement tests, and teacher and parent recommendations. Students are placed in one of five levels of English proficiency (A1). Letters are sent home in the parent's native language explaining test results and placement options.

All seventh grade students are administered the Iowa Aptitude Test to help ascertain their qualifications for accelerated algebra. Qualifying eighth grade students are administered the CogAt (Cognitive Abilities Test) to determine high school accelerated math class placement and placement into the **Macomb Math, Science, and Technical Center**.

#### **A4. What co-curricular activities are available for students and how do those activities extend the academic curriculum?**

In keeping with the philosophy of "Healthy Body-Healthy Mind", Grissom offers several **inter-scholastic sports** teams: football, basketball, volleyball, and track and field. In addition, Grissom's Governor's Council Award winning **Intramural Program** (B2) offers before and after school activities to all students. Activities include team and individual sports, clubs, crafts, outings, tournaments, and enrichment classes. Based on student survey results, availability of chaperones, and transportation, activities are determined for the school year. One outstanding club is the **Fitness Club** (C6), which is open to all students before and after school Monday through Friday. This program has its own equipment room and nationally certified physical fitness trainers (C6). Our **Ski Club** is organized and run by two Booster Club parents. Many other co-curricular organizations offer opportunities for our students to become involved in after-school activities. Band, Jazz Band, Choir, and the annual Talent Show provide our students with opportunities to develop their musical talent, stage presence, and choreography beyond the instructional setting. The **Spirit Club** invites all students to join and help raise Grissom School Spirit with our Spirit Week, pep assemblies, and Red Ribbon Week events. Many activities have links to academics including **Science Olympiad**, Science Fair, and **Yearbook Club**. The **Student Council** helps students gain leadership and organizational skills students can use in the future. The Student Council responds to local concerns and needs through the Kiwanis Canned Food Drive, the "Change for Charity" drive to help local organizations, and Veteran's Day Breakfast. The school also raises funds for various charities including the South East Asian Tsunami, Hurricane Katrina, and Pakistan Earthquakes (B1).

Twice a year, our CI (A1) students participate in **Family Sport Night** where games and activities stimulate fitness and well being. They also take a field trip to Eckert's Greenhouse to learn about gardening and landscaping and then maintain **Grissom Gardens** by planting, weeding, and watering. These students also decorate a tree for the **Festival of Trees** which benefits the Children's Hospital of Michigan. Monthly, the CI students go to 5 Star Lanes for bowling. Currently three CI students participate in inter-scholastic sports teams.

Please see Appendix I for a complete list of clubs and organizations.

#### **A5. How does the school address the accessibility of its facilities to students and others with disabilities?**

The Grissom campus complies with all state and federal guidelines, including the **Americans with Disabilities Act**. Our single-level building underwent extensive improvements in 2003 to make the school more accessible to all. The improvements include two levels of lighting in classrooms (for students with epilepsy), a lower front counter in the office, door handles with levers, a ramp to the stage, climate control (for asthmatics), and wheelchair accessible lunch tables. Grissom has Braille signs throughout the entire building and all restrooms are wheelchair accessible. The bus loading area has wheelchair curbs and many busses accommodate students with physical disabilities and are wheelchair accessible.

Audio enhancement systems are in all classrooms and also in other student-accessed portions of the building, such as the media center, cafeteria, and gymnasium. **Audio enhancement units** enable students with Attention Deficit Hyperactive Disorder (ADHD) to focus better as well as aid hearing impaired students. The system also helps to limit the number of repetitive questions asked. **Closed-**

**caption monitors** are in all classrooms and in the media center. Learning technology is available and readily accessible in every classroom to compensate for disabilities. There is specialized software to assist students who are hard-of-hearing, visually impaired, or who have other disabilities. District and ISD support staff are available on a consultation basis.

Each student is valued at Grissom and no child's needs are ignored. A student with Fragile X Syndrome who has complex learning and behavioral difficulties uses assistive technology devices such as *Go Talk*, a portable device with visual communication symbols and recordable sound. Visuals are created for the student based upon need using the computer program *Boardmaker*. Support structures include a daily classroom schedule, calendars, personal schedules, free choice selections, classroom rules, and community experience rules. An FM portable sound system with headphones is used to reduce distractions from the classroom. This student also uses computer software for academic reinforcement and a motivational reward. She takes supervised "sensory breaks" every one to two hours. These breaks consist of sit-bouncing on a therapy ball followed by lying prone on her stomach with her head inverted downward. Five to ten rolling pushups are then followed by a ball squeeze activity accompanied by soothing classical music. The student wears a weighted vest for neurochemistry therapy to facilitate a calm, alert state conducive to learning. Use of this protocol habituated the neurochemistry in her nervous system. A Paraprofessional or a peer helper assists her as needed. Once considered a "misfit," this student has matured and become a controlled young lady capable of learning and performing in a regular class environment.

## **B. SCHOOL ORGANIZATION AND CULTURE**

### **B1. How does the culture of the school support the learning of all its members and foster a caring community?**

We are committed to academic success for all students at Grissom Middle School. Utilizing the Richard DuFour model of **Professional Learning Communities**, implemented this year by the district SPAB Committee (D1), the staff targets student needs and supports each child in attaining his personal best. Our annual **Honors Assembly** rewards the academic success of honor roll students as do the quarterly **Honor Roll Parties** where honor students jointly celebrate academic success and enjoy a continental breakfast, pizza, or ice cream. Honor Roll students are also rewarded with special **Gold Card** punch cards to redeem for products and services at local businesses that support our school and education. The **Writing Celebration** commends student writers for their superior compositions. Their works are published and distributed to all in attendance and sent to all schools in the district. We likewise honor achievement in the area of science with our very competitive Science Olympiad team and our **Science Fair** where students' science projects are judged and displayed.

Lessons, tests, and graded assignments are adjusted for **At-Risk**, **ELL**, and **Special Education** students so that they may perform to their highest level. Two full-time ELL and two full-time Title I aides give support to students who need individualized attention. Many teachers delete some of the answer choices on multiple choice exams for At-Risk, ELL, and Special Education students, while others play text on CDs. Teachers with ELL students employ iPods (D4) so that students may listen to stories and academic text at their own pace and repeat passages until they are understood. In addition, Grissom support staff (A2) assists with academic and social problems and our **Ladder to Success** intervention program (C6b) assures that students get the appropriate assistance. Equally important are the special needs of **gifted** students who need to be challenged. Teachers identify these students and provide virtual learning experiences (D4) via technology in the media center (C5a,b). Some receive high school credit for their efforts. **Accelerated algebra**, for those who qualify, is offered in grade eight (C5b). **Gifted students** are challenged to become even more proficient by tutoring other students in cooperative settings. Science Olympiad competitions help mold and sharpen their minds. Grissom teachers strive to make lessons relevant for all students. Our "Baby Think It Over" unit has students caring for a "**virtual baby**" for one weekend. To the delight of the girls in the class, a male teacher demonstrates diaper changing and bathing using a virtual baby. Many boys were saddened to learn that baby care was their

responsibility too! A sixth grade teacher brings farm animals, including horses and goats to our building so that students can observe the animals first hand and relate them to their science lessons on animal behavior. The same teacher took her students to a quarry so that students experienced geology first hand. We conduct a **Career Day** where professionals in various fields present information to students about their vocations.

Programs and curriculum are adjusted because of assessment results. We use *eduTest* (A1), employ a before and after school tutoring program (A1), and teach communications classes (A1). We have state-of-the-art textbooks, audio enhancement systems, and **wireless laptop computer labs**. Teachers share the goal of improving writing with our “across the curriculum” approach where even physical education students have opportunities to write. Interdisciplinary lessons are the norm in many classrooms. For instance, teachers use math to validate scientific principles and history to explain the evolution of certain concepts. Teachers also use **Word Walls** to build vocabulary skills. They employ the **Parking Lot** strategy to focus students on their lessons, where unrelated questions can be answered at a more convenient time.

Grissom enjoys a dedicated and caring community. Our **Booster Club** (G1) aids us in school and community interactions. We have community involvement with Dairy Queen Nights, a Veteran’s Day Breakfast, and **Winning Futures** (A2). The neighborhood Mobil Gas station supports us with a \$500.00 yearly gift which is used for technology improvements.

Caring for others is a Grissom tradition. This year Grissom’s CI Program was selected to enter a tree for the **Festival of Trees** at the Rock Financial Showplace in Novi. All proceeds from the sale/auction of the decorated trees go to the Children’s Hospital of Michigan. A survey of the **Grissom Grizzlies Summer Academy** (A3) shows that significantly seventy-four percent of this year’s participants have volunteered to become mentors for next year’s program. Each year Grissom honors America’s veterans with a **Veteran’s Day Celebration**. Students and staff invite family members or friends who are veterans to a breakfast in their honor, while Independent Study students work hard to organize, decorate, create memorabilia, and pay tribute to the men and women who serve our country. Grissom’s **Diversity Wall** celebrates our variety of cultures with student, parents and staff handprints symbolizing hands across the globe. The seventh grade **International Food Festival** enables students to learn about diversity via their stomachs. Parents and students bring in their favorite ethnic foods from home for all to sample and assimilate more about each other’s cultures. The annual **St. Patrick Day Luncheon** is prepared by a support staff member to thank teachers for their hard work and comradeship in making Grissom a “World Famous” school.

## **B2. What opportunities do students have to build sustained and caring relationships with teachers and other adults? How does the school promote a healthy peer climate among students?**

Sustained and caring relationships are built on respect at Grissom Middle School. The district **Student Code of Conduct**, which is printed in student agendas, is our standard for behavior. Teachers model respect in the hallways, classrooms, and throughout the school. We provide positive reinforcement with **Caught Being Good** cards, which acknowledge students’ good deeds and allows their family and the building administrators to be aware of their actions. Students’ good grades, good deeds, and positive actions are featured in the school newsletter, recognized by the honor roll, and spotlighted in local newspapers. Respect is also evidenced through the use of Parent-Teacher-Student Compacts (A3); the **Peacemaker Award**, awarded annually to one student who promotes peace in our school; Staff vs. Student basketball and volleyball games; and the Grissom Grizzlies (A3).

The **Independent Study Program** provides academically advanced students with a caring and supportive environment in which to excel and provide student leadership. These students work together with all teachers and administrators to manage and execute school activities including recycling drives, new student orientation, Veteran’s Day Celebration, live **Grissom Broadcasting Company** (G.B.C.) Broadcasts, Staff Assistance, and Web Page Design. **Character Education** (A2) is an integral part of our everyday teaching curriculum. The Martin Luther King **Kindness and Justice Challenge** reinforces the positive life skills promoted at Grissom. For five consecutive years, Grissom has received county



recognition as a school where numerous acts of kindness and good deeds are performed. Grissom teachers have zero tolerance for bullying, and putdowns are not permitted. In all, the Grissom staff models mutual respect and inspires our students to do the same. The **Adopt-a-Student Program** fosters relationships between teachers and At-Risk students. This program is an intervention plan in which staff “adopt” students that are At-Risk for failure and mentor them with homework help, educational and emotional support, and one-on-one, quality time with a caring adult all year long.

**Intramurals** help build close relationships with the teacher sponsors. They are run after school for all students, with a special focus on sixth graders who are not able to participate in established school athletics because of age. During Field Day (A4), students who are unable to actively participate in their group are given support tasks to make them feel fully included as well. **School athletics** (basketball, football, volleyball, and track) and the **Fitness Room** engage our students physically to promote good health and respect for their bodies. Open to all before school, **Friday Morning Basketball** and **Wednesday Morning Volleyball**, with students, staff, and parents, are time-honored traditions. Our spectrum of tutoring programs (A1), available to every student, promotes close relationships with teachers, administrators, and coaches. The Student Council-sponsored **Celebrations** are after school events (6) utilizing the gym, cafeteria, and other venues, where students socialize with each other. Staff and parents are present to supervise and socialize as well. Activities include volleyball, ping pong, karaoke, dancing to a D.J., and entertaining, age-appropriate movies.

The **Winning Futures** (G1) program places At-Risk students with a mentor from the business community. Over the course of nine weeks a relationship is developed between the two. A plan detailing several life goals, both short and long term, with a plan to achieve them, is the end result. Over sixty students have benefited from this program which unfortunately has been cancelled due to lack of funds.

### **B3. How are teachers hired in the school? How are teacher assignments made?**

The process of hiring new teachers involves several steps. Applicants apply to Warren Consolidated Schools via the Internet. After applicants have been screened, the next step is a videotaped, one-on-one interview with a principal, followed by an online, timed *Teacher Profile Test*, a perceiver test. A suitable aptitude score qualifies the applicant to interview with the building hiring team, which includes administrators, teachers, and office staff. The team begins their search for candidates by viewing the video-taped interviews. Candidates must be student-centered, have high expectations and good classroom management skills, be highly motivated, and be eager to teach and to learn. After viewing the tapes, select candidates are again interviewed by the team. References and recommendations are studied and the team makes their choice.

For classroom placement, teachers must be highly qualified and certified to teach in the subject area and a teacher’s teaching techniques must fit students’ needs, interests, and abilities. Compatibility with the existing staff is also a must. Presently, nine Grissom “world class” teachers were former district students, student teachers, and/or substitutes. One of our teachers came from out-of-state while two teachers matriculated in other countries.

### **B4. What is the school’s plan for school safety, discipline, and drug prevention? What is the record for the past five years?**

Grissom has a zero tolerance policy on drugs. Drugs are not tolerated in any way. A total school focus, where students pledge to stay drug free is **Red Ribbon Week**, which highlights the dangers of drugs, including alcohol and tobacco. Various activities that week promote saying no to drugs. Health and science classes also promote **drug awareness** as do the DTE assemblies (A2) and character education classes (A2).

Discipline is handled by the classroom teacher except in extreme cases that are then referred to the assistant principal. Consequences for poor conduct are unacceptable behavior reports, detentions, and referrals. Teachers post class rules for all to see and contact home whenever necessary. Some classrooms keep behavior checklist charts where students can monitor their own behavior. Teachers are positive role models for all to emulate and contribute to ensuring an orderly school environment. They monitor school

safety by being present in the halls, near the bathrooms, and on bus duty at dismissal time. The **Student Code of Conduct** is posted inside agendas which students carry at all times. A **detention room** for minor offenders convenes two afternoons a week. Our **Peer Mediation** program (A2) helps reduce incidents between students. **STARS**, an alternative education program, is available for frequent and major offenders at another district site. A **Grissom Grizzlies Summer Academy** (A3) follow-up study shows that significantly seventy-six percent attendees had satisfactory behavior grades for first marking period. Fourteen percent had “needs improvement” citizenship grades, but no student from the summer program had *any* “unsatisfactory” behavior grades. The **Adopt-a-Student** program has also contributed to a reduction of At-Risk students with “unsatisfactory” (U) behavior marks. Fifty At-Risk students received U’s last year as compared to only seven during the first quarter this year.

Safety is addressed with **two-way radios** which are utilized by gym classes and other classrooms when outside the building and on field trips. Our administrators are always in contact with other buildings and the administration building via the district emergency radio frequency, established this summer by our assistant principal, a former policeman. Staff has been trained to use the automatic emergency **defibrillator** (AED) which is available during and after school including athletics and other events. Teachers and administrators are ever-vigilant, as safety is a priority at Grissom. Appendix II highlights our improved record as a safe, healthy, and well-behaved community of learners.

## **C. CHALLENGING STANDARDS AND CURRICULUM**

**C1. How does the curriculum serve the broad goals for student learning and development that the public generally expects education to achieve: personal and intellectual growth, citizenship, and preparation for work and higher education? What relative importance does the school place on these goals in the curriculum?**

All levels of learning, from gifted students to At-Risk, ELL, and Special Education students are challenged by Grissom curriculum. Guided by the School Improvement Process (SIP) and PLC (F2), and the district SPAB Committee, Grissom teachers deliver instruction with Gardner’s Theory of **Multiple Intelligences** in mind (A1). Because multiple modes of instructional delivery are utilized, enhanced learning takes place. As standard practice, classroom teachers include instructional field trips, student demonstrations, simulated activities, PowerPoint presentations, labs, and role playing.

While all subjects are important, Grissom teachers believe that the teaching of basic academic skills is most important. Writing across the curriculum is stressed in all classes. All teachers emphasize reading, writing, and mathematics in their lessons. Last year, every teacher used expository writing as a classroom activity. These samples were then analyzed during a staff meeting, using the State MEAP rubric to identify each student’s level. From this exercise, teachers changed classroom instruction by incorporating Word Walls, **Daily Oral Language**, journaling, and vocabulary building techniques into their lessons. Thus, our writing MEAP scores continue to improve even with our diverse population. Warrenberry Reading Awards and **Soar to Success** programs (C5a) emphasize reading and vocabulary to build increased comprehension. Every teacher utilizes **100 Words Every High School Freshman Should Know**, and each week one word is featured on the G.B.C. newscast. The CCC computer lab and **Lightspan** learning modules (D4) reinforce basic computation skills, thus helping our mathematics MEAP scores to increase (H5).

Because of our diverse population, teachers often use our students’ everyday life experiences as teachable moments. Students share stories about relatives experiencing the conflicts in Iraq and the Balkans. Our **Independent Study** (B2) program offers daily newscasts that celebrate diversity by highlighting different religions, cultures, and cultural-specific rituals, helping to erase ethnic and racial stereotypes. Grissom students are immersed in a rich and diverse cultural environment.

Our diverse population embraces character development through the Susan Kovalik **LIFESKILLS** program and the Boy Scout Character Education Program (A2). Social studies classes utilize the character education curriculum which stems from a \$1 million character education grant. Furthermore, counselors incorporate a character development curriculum within the classroom in class

discussions, in small groups, and with individuals, encouraging good choices and proper decision making skills. One teacher spearheads an annual effort to encourage the **Kindness and Justice Challenge** (B2) for the Martin Luther King Day celebration.

Fundamental to good character at Grissom is the enforcement of the district's Student **Code of Conduct** (B2). Teachers, parents, administrators, and student leaders are expected to model proper behavior. Efforts to support **personal responsibility** are enforced by tracking punctuality and compliance with a uniform dress code. Teachers hand out "Caught Being Good" cards when good behavior is recognized. Students submit these cards for a weekly drawing of monetary prizes. A drawing is also held to support daily agenda usage and clean lockers.

In appreciation of democratic values, Grissom holds elections for **Student Council** and mock elections during any presidential race. Also, Grissom models participation in practices of democracy and community service. Opportunities for public service are frequent. A mitten tree is erected in the fall with the receipts going to the homeless. A canned food drive is ongoing throughout the year, pennies are collected to aid Hurricane Katrina victims, and a St. Jude's Children's Hospital math-a-thon is conducted by mathematics teachers.

Finally, Grissom students are provided with ample opportunities to prepare and practice unique job skills for the working world and higher education throughout all our classrooms. Each student is given an agenda to organize daily plans. Several classes use job applications. Students in eighth grade foods and nutrition class fill out applications, interview for positions, and write thank you letters as part of the hiring process for Gramma Lafata's Italian Café. Students are graded by a rubric. Grissom students practice **teamwork** via the school-wide, annual field day and practice a team building unit in physical education classes. One science teacher takes his classes to a ropes course to build team skills necessary in his science labs. **Family and personal skills** such as sewing, cooking, and laundry are emphasized through our life management classes. Computer programs and competency skills are imbedded in all classes across the curriculum.

## **C2. How is the school organized to provide for differing student academic needs within the school's goals, priorities, and curriculum?**

Class structures at Grissom are heterogeneous by grade level except where special needs are concerned. Mathematics (C5b) and communications (C5a) classes are grouped by **students' abilities**. ELL classes (A1) are multi-age, allowing older students to lend support to the younger students. CI, ELL, and Special Education students are **mainstreamed** to the least restrictive environment and support staff (A1) assists the special needs students in their mainstreamed classes (A5). In addition, Special Education teachers co-teach some core classes. At the end of sixth grade, all mainstreamed students are assessed to determine if they need further reading help. If they fail to demonstrate sufficient reading proficiency on **eduTest** (H1), students are placed in the seventh grade communications class. At the end of seventh grade, all students test to determine if they need the eighth grade communications course. Last year, thirty seventh graders tested out of the communications class and in math, fifty-nine moved to the accelerated level. Additionally, twelve ELL students advanced at least one level, and after the first marking period of 2005-06 school year, nine ELL students moved up a level.

MEAP, MAT-8/OLSAT, Woodcock-Munoz, Iowa Aptitude, Hampton Brown (ELL), and **eduTest** scores are analyzed by the staff to determine gaps in curriculum that need to be addressed in classroom instruction. In PLC groups (F2), teachers look at each strand for areas to improve, and they determine what standards and benchmarks need to be emphasized through instruction. Teachers then implement focused instructional strategies to best raise each student to a higher level of achievement. Grissom's teachers utilize **hands-on, cooperative, and collaborative instruction** through Howard Gardner's **multiple intelligences** and the metacognitive Bloom's higher-level thinking skills. This allows students to achieve at their own academic level. Often, students are allowed to choose optional formats for their projects, and many use technology and the arts to demonstrate their knowledge. Teachers often put students into small groups to undertake projects, complete assignments, and work cooperatively in labs. Grissom's **School Improvement Goals**, as determined by data gap analysis, are to improve reading,

writing, and math skills in all grades throughout the curriculum. Instructional strategies implemented by teachers include: **KWL**, journaling, short-answer response, **reciprocal teaching**, grouping, and teaching to the multiple intelligences. The staff has modified classroom structure to include emphasis on group work and independent study. Technology has played a huge role in supporting all students. *E2020* (D4), an accelerated online program for gifted students, is accessed in the media center. The Internet allows ALL groups to achieve at high levels, and Grissom's three computer labs and two portable lap top labs are available for that purpose.

Special Education classrooms use small group structures to modify instruction and assist on a more individualized basis. All teachers expect, insist, and support their students to achieve at their highest levels. Along with tests, acquisition of content is gauged by projects, group work, and other authentic assessments (H6). Teachers modify requirements, assignments, and grades based on student needs and abilities. For Special Education students, their IEPs serve as instructional guides. Special needs students rarely overcome learning challenges without accommodations or adapted curricula. Such disabilities are life-long in nature; therefore, teachers help students understand their limitations and their capabilities.

**C3. How does the school ensure that diverse learners (for example, students with disabilities, gifted and talented students, students with limited English proficiency, migrant students, and students placed at-risk) have the opportunity to learn challenging content and achieve at high levels?**

Our students of varying aptitude and ability, as well as specific disabilities, are intimately linked to our philosophy that **all children can succeed**. Our Special Education programs *enhance* the fabric of our total school program and the diversity of our student body. Our **Child Study Team** (A2) gives support and guidance to every Special Education child and meets as needed to follow each student's progress, academically, socially, and personally. These students are mainstreamed to their least restrictive environment. The curriculum in all Special Education classes parallels the district curriculum and covers State Benchmarks and Grade Level Content Expectations.

Instruction is adapted by teachers for each ELL learner according to the level of English proficiency (C2). Our ELL texts conform to State Benchmarks and Grade Level Content Expectations. While many ELL students struggle with vocabulary-intense classes, some excel in less language-dependent environments. For example, a seventh grade student, newly arrived from Poland, struggled with his English mastery, yet excelled in the eighth grade accelerated math class. With technology, gifted students have the world at their fingertips. This year, one gifted student used a self-based language arts program, *E2020* (C5a,b), to cover the ninth grade English Grade Level Content Expectations. Another student tested out of seventh grade math and was placed in eighth grade pre algebra. Analysis of *eduTest* (H1) data allows for instruction to be adjusted and provides challenges according to the level of need. Teachers adjust their teaching for gifted students by providing small group instruction, Internet lessons, individual and group projects, independent study, and student-led instruction. At-Risk students are adopted by individual teachers in our **Adopt-a-Student** program (B3) and mentored with care throughout the year. Our **Spectrum of Support** (A1) and **Ladder to Success** (C6) interventions provide the structures necessary to bolster and elevate our At-Risk population.

**C4. What is the process for continuous curriculum renewal at the school? What questions about curriculum is the school currently addressing?**

Grissom teachers, along with WCS consultants at the district Frost Curriculum Center, SPAB Committee (F1), and the SIP/PLC (F1) meet on a regular basis to analyze, evaluate, update, and align curriculum. Grissom is represented at all district curriculum meetings and staff is involved in major changes in social studies, math, and ELA curriculum which involve aligning the Michigan Curriculum Framework with updated textbooks and support materials. Curriculum is evaluated and updated every five years. Grissom has North Central Summary Accreditation. In the last three years, the social studies, language arts, and math curriculums have undergone major changes in Scope and Sequence. Our weekly SIP/PLC meetings enable us to analyze student needs as well as effective teaching practices based on

common assessments. The needs of Grissom's ELL population greatly impact the selection of new texts. All core texts have significant ELL components.

**C5. Successful schools offer all students opportunities to be engaged with significant content. How does the school ensure that all students achieve at high levels in the core subjects?**

All Grissom courses and programs are aligned with the **Michigan Curriculum Framework** and **Grade Level Content Expectations**. We adhere to National and State Standards and Benchmarks and use the latest research and best practices. Curriculum is monitored and adjusted by our staff through weekly SIP/PLC meetings, **SPAB Committee** sessions (F1), and conferencing with specialists from the district **Frost Curriculum Center**. The SIP goals of improving reading, writing, and math skills are addressed in all classrooms as are metacognitive critical thinking skills. Special Education, At-Risk, and ELL students are engaged with significant content in special leveled courses or in mainstreamed classrooms with extra support.

**a. English.** Grissom's language arts program is rich in content with a strong emphasis on reading, writing, and higher thinking skills provided through innovative teaching techniques and lessons. At each grade level, *The Elements of Literature* series and numerous supplementary materials are utilized. Teachers use class sets of novels with matching computer software for large group instruction. In smaller **reading circles**, one group reads, discusses, and analyzes the same novel while other groups read different titles based on the same theme. As part of Grissom's school improvement initiative, reading and writing strategies and directed teaching methods are employed by all staff. **Word Walls**, traditionally an elementary reading strategy, posts unfamiliar content vocabulary on classroom bulletin boards. Scaffolded lessons increase the difficulty of material as students' progress through each grade, covering genres such as folktales, fantasy, adventure mystery, poetry, myths and legends, historical works, science fiction, and realistic fiction. **Dear It**, "Drop Everything And Read", encourages reading by giving the students the first fifteen minutes of class for silent reading. Students not only read books, but also have the chance to read newspapers and school-appropriate periodicals. All language arts teachers use the **KWL** (Know, Want, Learn) and **SQP3R** (Survey, Question, Predict, Read, Recall, Review) techniques to improve reading comprehension.

**Communications class** offers a highly developed, focused, and individualized reading improvement curriculum, especially for the At-Risk and ELL populations. Utilizing *eduTest* (H1) to screen students for class placement, teaching focuses on improving highly individualized areas of need, such as main idea, vocabulary, comprehension, fluency, study skills, and test taking strategies. **Soar to Success**, an intermediate intervention program, targets students with poor comprehension skills. The **Orton-Gillingham** program targets phonic reinforcement.

English lessons emphasize the **writing process**, a systematic way to approach writing involving five steps: pre-write, draft, revise, proofread, and publish. **Cooperative learning** is utilized when groups brainstorm with "Think, Pair, Share." The tasks of revising and proofreading are shared by students observing the "Three-Before-Me" technique in which three peers read a student's paper, offering suggestions for improvement before the teacher receives the final copy. Another cooperative learning activity involves "Story in a Bag." Students are grouped and given a bag with five items in it. Each group then cooperatively writes a story using the items found in their bag. Students rewrite nursery rhymes and fairy tales, adding details to make them into a news broadcast as another cooperative group activity. Each group's final product is then "broadcast" to the entire class, complete with commercials and public service announcements. All language arts teachers focus on basic writing skills with their students. One sixth grade poetry project involves students compiling poetry books of their own writings. The teacher models a poem which students use as a framework for their own creations. Students use computers and incorporate clip art to create their own books, which are then bound and shared during a poetry reading day. Sentence structure, writing topic sentences, paragraph development, grammar, punctuation, spelling, and using transitions are reinforced. For emphasis, students keep a journal for short "warm-up" exercises at the beginning of each hour. ELL students utilize the **sketching** strategy where pictures are drawn to illustrate and internalize new vocabulary. To create enthusiasm about writing, the

**Authors in Autumn** Program brings authors and illustrators into the school to talk with classes about their craft. This year, Robert Lytle, author of the book *A Pitch in Time*, and the illustrator, Bill Williams, shared their work with all grades. .

Teachers coordinate interdisciplinary lessons. For instance, while Germany is being taught in seventh grade social studies, the teachers in language arts classes are teaching *The Diary of Ann Frank*. The media center's **Warrenberry Award Program** involves students choosing from eight select books. When finished, students write a summary. Those who read all eight books are able to go on a field trip to meet and have lunch with a noted children's author. **Accelerated Reader** is a computer-based program in which students choose from hundreds of titles, take tests, and receive prizes for reading books. Fifty **iPods** (D4) support the Dear It strategy. For practice in public speaking, a seventh grade teacher has her students do a project she calls "Mythology in a Bottle." Students pick a mythological character and decorate a two-liter bottle to resemble the character. Along with this, students place twenty facts or important points about their character and five associated objects, for example, a lightning bolt for Zeus, into the bottle. Students then make a presentation to the class.

Critical thinking skills are incorporated into language arts classes. Teachers use open-ended questions in their classroom discussions and essay questions on their tests. In addition, many use "warm-ups" at the beginning of class to get students thinking. Students, for example, may be asked to write a paragraph expressing their viewpoint about an issue. Responding to literature is another method to focus on students' thinking skills. In particular, both the reading strategy "It says . . . I say" and using "post it notes" to dialogue with the selection encourage critical thinking.

Teachers use word processing technology allowing students to research the Internet, edit, and produce a superior finished product. In addition, student **PowerPoint** presentations enhance oral reports. **Inspiration** software is used with the writing process for brainstorming, prewriting, and outlining and also to help analyze stories and poems. Gifted students individually use the **E2020** interactive technology in the media center to take advanced middle school and high school credit English classes. E2020 provides lectures, instructions and assignments, and grades assignments, tests, and finals. ELL levels one and two use *Hampton-Brown* texts along with myriad supplemental materials in intense, exciting lessons which bring English learners to full comprehension and usage of their new language. **Rosetta Stone** software engages and charms English language learners while quickly developing their English language fluency.

**b. Mathematics.** Grissom uses the McDougal Littel Math series for Grades six, seven, and eight. The texts benefit our At-Risk, ELL, Special Education, and gifted populations by including material for basic skills, critical thinking, on-line remedial help, and a tutorial CD that allows students to practice, take tests, and receive Internet support of the daily lesson either at school or at home. Eighth grade students are grouped by ability in pre algebra with an **Accelerated Algebra** class for those students with higher math skills. The **E2020** math component is available for advanced work. Our ELL Level 1 students are taught the basic skills in a self-contained room. Level 2 and 3 ELL students are in a regular classroom setting where aides give additional help.

Effective articulation of math concepts, skills, and techniques, within and across the grades, builds coherent understanding in students, while real world situations bring math alive. Eighth graders use **acceleration formulas** in the "Bring Your Ride to School" activity. Skateboards and rollerblades are brought to school and kids work in teams to calculate acceleration. Students are stationed in pairs at 20 foot intervals along a 100 foot path. As skateboarders roll pass each 20 foot station, their times are recorded, compared, and placed into the formula, " $a = f-s/time$ ", to determine the rate of acceleration from one point to the next. As a prelude to **slope graphing**, quadrants, and ordered pairs, a life-size grid is placed on the floor with x and y axis properly labeled. Numbers are placed on each axis at intervals of ten. Students, working in pairs, are given an ordered pair (for instance: x,y) and must place themselves on the grid in the proper quadrant. This lesson also compliments geography lessons of latitude and longitude. In **Math Jeopardy**, students work in teams of two or three and are given a problem on the overhead projector; the team who rings in first with the correct answer wins. Problem solving done with multiple steps and team cooperation are highlighted in this activity. In **Baseball Math**, students calculate batting averages. This seasonal activity is done in the fall and again in the spring for reinforcement.

In looking at fractions, decimals, and percentages, sixth graders play **Fraction Wars**. Using the same rules as in the card game of “War”, students use cards with different mathematical notations. They must decipher which number is greater. Used throughout the year, this lesson requires students to figure out the match-up using paper and pencil and is a wonderful activity to do in teams. Sixth graders rearrange **tessellation figures** to look like animals. At an assembly, a guest speaker explains how much fun math can be while students listen to a trumpet play and are asked to count the beats to see a correlation between math and music. Math skills are used in other curriculum areas as well. An art project involves students making their own color wheel and properly dividing the circle by percentages. The Metric System is utilized in all science labs. As an example, in a density lab, students are required to measure the length, width, and height of each building block in centimeters and calculate the volume of each block.

Teachers use *eduTest* to show student growth or weaknesses with regard to Michigan Standards and Benchmarks. **CCC (D4) Successmaker** software is used to note progress and also to provide practice in areas of weakness. All students are given the opportunity to be challenged by involvement in a number of math contests. Grissom takes part in the **Continental Math League**, a national test given once a month, and the Michigan Math Test, which includes competition with other schools in the state.

**c. Science.** The science curriculum at Grissom is based on a spiraling of physical, earth, and life science taught throughout the grade levels. The sixth grade curriculum explores the nature of science; animal and human systems; light, sound and color; electricity; magnetism and motors; and changes in matter. The seventh grade curriculum delves into earth’s waters; weather and climate; plants and micro-organisms; earth’s changing surface; and inside earth. The eighth grade curriculum consists of measuring, safety and **graphing**; motion, forces and energy; chemical building blocks; ecosystems and astronomy. For every grade, each section is taught in textbook modules; students receive a new book for each new area of study. Module timing has been adjusted successfully to align with the MEAP test. A cohesive curriculum arch has been maintained.

Sixth grade hands-on science prepares students for **practical skills** including measuring, graphing, calculating percentages, inferencing, and logical thinking. In one lesson, students are asked to integrate their math skills to decipher and report scientific data. Given a package of M&Ms, students create charts based on the different color M&Ms. Students enjoy this activity immensely because it highlights their multiple abilities such as math, drawing, and writing. They also get to eat the candy! In another lesson, sixth grade students study electricity using **manipulatives**. They receive a box full of wires, bulbs, and batteries to create circuits. Students work with partners to problem-solve any difficulties they have with their circuits. As a culminating activity, the class creates a circuit stringing batteries together to light a full-sized light bulb. Seventh grade students work collaboratively with the industrial arts class to design and create a 3-D earthquake-proof house. After the house is complete, they place it on a “shake n’ bake” machine that simulates an earthquake, following Richter scale increments. Students then evaluate the quality of their homes. Students regularly work cooperatively with partners to learn scientific concepts first hand. **Mini-labs** include growing mold, watching seeds germinate, gauging soil variables, and viewing single cell organisms with a microscope.

In eighth grade, students have the chance to dissect an owl pellet in small groups and reconstruct the animal skeleton from bones found in the pellet. In conjunction with this, students are reacquainted with human anatomy. Working cooperatively with a **lab partner**, students follow the **scientific method**; hypothesizing, observing, measuring, and drawing conclusions. When learning about motion, students drape a string across the science room and launch rockets along the rope, measuring its distance and speed. An effective hands-on lab is the study of sublimation through experimentation with dry ice. Students light a candle, then place a small piece of dry ice in a beaker full of water, turning the ice directly into carbon dioxide. The gas flows over the top of the beaker and when the gas is poured over the lit candle, the flame goes out, working just like a fire extinguisher. Grissom’s two greenhouses are used by students to grow their own tomato, melon, and bean plants. During this ongoing lab, students learn about plant growth, measuring, chemical interactions, and ecosystems. They monitor the plants closely, graph the growth, and draw conclusions as to the effectiveness of their care. Eighth grade students attend

a ropes course where they physically participate in activities highlighting the uses and actions of pulleys. In addition, the students also experience the power of teamwork and the satisfaction of achieving a group goal.

Science writing activities include finding four current event science articles in the newspaper or the on Internet and summarizing them in five sentences. Also, students create posters highlighting science concepts. Students in eighth grade write in their journals to review information from the day's activities. **Critical thinking**, integral to science class, challenges students to make real world connections to what they learn in class. Grissom's science curriculum emphasizes technology as a major component to instruction. Teachers use the *CAT* CD (Curriculum Alignment Toolbox) to supplement the material they are teaching in class. Students often use *CAT* to receive instruction and explore Internet links including science libraries and science centers. *CAT* is often used to review for the MEAP as well. Teachers often find information such as data and photos on the Internet and project it on the classroom TVs to augment classroom instruction. During the earthquake and volcano units, students "visit" the U.S. volcano activity center for up-to-date information of volcanic activity.

**d. Social Studies.** The sixth grade studies the Western Hemisphere while the seventh grade curriculum provides knowledge about the Eastern Hemisphere. Sixth and seventh grade curricula expand knowledge in relationship to the five themes of **geography, economics, culture, government, and history**. The eighth grade curriculum studies the development of the U.S. from the earliest Americans through the Civil War and Reconstruction. Michigan's historical role is integrated when appropriate. At each grade level students develop knowledge and appreciation of the **Core Democratic Values (CDV)**. Sixth grade students internalize the CDV by creating superheroes that protect the fundamental beliefs. For example, Dr. J(ustice), the "Hammer of Justice," can be used to strike out injustice in enemies. "Lightning Bolt" can be thrown so the enemy will treat others fairly and turn them into good citizens, and "Lady Truth" has radar ears to hear peoples' lies. She can hypnotize people to tell the truth and do the right thing. In seventh grade, when investigating justice, students compare real life situations such as life in America with life in Africa. For example, more lives were lost in 100 days in Rwanda than in America during the Civil War or WWI. The Level 1 and 2 ELL classes integrate the CDV into their own personal experiences by rewriting and describing a CDV and by role playing. In eighth grade, the **Bill of Rights** is taught through role playing actual court cases.

The five Themes of Geography (Movement, Region, Place, Human Environment Interaction and Location) are integrated throughout each grade; "Mr. PHIL" represents each letter of the five themes and is a constant reminder to students. Seventh graders view a newscast and then identify and explain how each of the themes is depicted in the newscast. A world region is shown in the news and students tell how "Human Environment" is related to that region. Students also use their map skills to help understand the differences between regions. Student mastery of the State Benchmarks is evident through our social studies MEAP scores, which are the **highest in the district** and well above the state averages.

**e. The Arts.** Grissom's art curriculum has been aligned with the National Standards for the Visual Arts and the State of Michigan Benchmarks. Accommodations for grade level skill differences are made by modifying the assessment rubrics. Sixth and seventh grade art is part of the ten week allied arts wheel of classes. Eighth grade classes are offered as a twenty week elective that combines **2D** and **3D** experiences. (Drawing, painting, printmaking, sculpture, ceramics, and jewelry making) and introduces the principles of art through the history and culture of the society. The differences in the function of the left and right hemispheres of the brain are discussed. Drawing assignments specifically address **right-brained learning**. Student artwork is continuously on exhibit in school display cases as well as at the WCS Administration Building. Awards for outstanding achievement in art are given to students within each grade level. Students are taught to use protractors to divide circles evenly, to create geometric shapes, and to measure angles. Students are taught terms such as line, dimension, perspective, proportion, geometric shapes, and forms.

Band and choir include a wide range of instruction geared toward developing an awareness of **music notation**, music terminology, historical development, music from various cultures and countries, types of music ( classical, jazz, pop, theatrical), and tuning and maintenance of instruments. Both courses



adhere to National Standards and Benchmarks. Math skills are integral in both tempo and rhythm, while science is addressed in discussions about **acoustics** and tonal production and the physiology of sound production. The importance of good health habits to music making is also stressed, as is language. Social studies are integrated into both courses by learning about various composers, periods of music, and folk songs of various cultures.

A year-long band course is offered to all qualified students in all three grades. Adjudication is with the standards and expectations of the Michigan School Band and Orchestra Association. Grissom's bands and musicians (202) are highly rated state-wide, earning **superior ratings** at solo and ensemble competitions as well as regional and state competitions.

Choir (40) is offered to seventh and eighth graders as a twenty or forty week elective. CI and ELL students frequently find choir an excellent outlet and that music is indeed the universal language.

**f. World Languages.** The sixth grade Spanish class spirals from the elementary Spanish program. This program reviews and reinforces basic words through writing and speaking exercises and is designed as the culmination of the Spanish program that began in the elementary schools. The world languages class is taught for a single school year and is available to both seventh and eighth graders. The objective is to introduce French and German and give students a more comprehensive view of the languages offered at the high school level. In all language classes, the emphasis is on basic communication, colors, numbers, culture and history, demonstrating the connection of the three languages to each other and to the English language. Because of budget cuts, this program is inoperable for the current year.

## **C6. What other content areas or programs play essential roles in the schoolwide curriculum goals?**

**a. "Healthy Body-Healthy Mind" Program.** Grissom's community philosophy of "**Healthy Body-Healthy Mind**" drives our physical education program. With students physically fit and free from obesity and injury, we increase self esteem, self confidence, and mental toughness. Thus, the learner performs better academically. This program is fueled by three physical education teachers who passionately instill and model **Fitness for Life**. This passion has transformed and molded the way physical education is taught at Grissom. Incorporating the Benchmarks and Standards of Michigan's **Exemplary Physical Education Curriculum (EPEC)**, our program stresses techniques and activities for keeping fit throughout one's life. A cornerstone of the Grissom physical education program is a state-of-the-art **Fitness Room**. With support from the administration, Grissom Boosters, and the community, our fitness room has become a model which WCS schools and other districts have visited and emulated. Open to all students and staff, over two hundred students exercise daily in a supervised atmosphere, Monday through Friday, before, after, and during the school day. Every child who attends Grissom receives specific training, knowledge, and awareness of his body and the equipment and safety procedures. Two physical education teachers are certified **personal trainers**, through NSPA, one of whom helped develop and compile the **Healthy School Tool Kit** for administrators, food service directors, physical education, and health teachers. The kit is to guide and reform the student lunch program, physical education and health classes. In an attempt to support the government's new food pyramid, our school cafeteria program has changed to healthier choices of food, eliminated candy and all sugar drinks, and added baked rather than fried chips to our menu.

Fitness continues with our awesome **Intramural Program (A4)**, where over four hundred students can participate in scheduled physical activities several times a week. Highlighting our "educating the total child" philosophy is the annual Grissom **Field Day (G2)**. Every student is placed on one of forty mixed grade, co-ed competitive teams. Teachers supervise teams and events with the help of a parent volunteer. Parents also help with refreshments and prizes, which have been donated by community businesses. Approximately seventy parents volunteer at Field Day, which is an all-day activity, run like a Mini-Olympics, with opening and closing ceremonies. A further example of this "Healthy Body-Healthy Mind" principle is Grissom's first place track team for girls and boys.

**b. Supporting the Total Child Program.** Grissom Middle School teachers recognize and value the total student. In addition to total mind/body development, the emotional, social, physical, and

intellectual needs are essential. The Ladder to Success provides for interventions as needed to allow for all to succeed. This program provides a pyramid of progressive interventions to allow for student academic achievement. The first “rung” on the Ladder is the **Progress Report** or **Report Card** communicated to parents every five weeks. If students grade drop below a C, the second “rung” is instituted. The counselors’ **Watch List** is for students that have Ds and Fs. They are identified and closely monitored for improvement. These students are reviewed each week by the counseling staff and the principals. If this “rung” does not provide enough support, the Grissom **Spectrum of Tutoring** (A1) provides further academic support and encouragement. If that intervention is not sufficient, the **Adopt-a-Student Program**, where teachers select students to mentor throughout the year, is put into effect. This mentoring program cultivates positive relationships between At-Risk students and staff. The next step is to provide **counseling checks**, support, and encouragement. If there is still no remedy, the child becomes part of an intensive study skills **support group**. The next intervention is a weekly or daily **Progress Report** by teachers to parents. If these interventions do not work, then a **Child Study Team** staffing is held with consideration for possible intervention by Special Education professionals.

Grissom is the only Macomb County middle school that supports a **Cognitively Impaired** program. CI enrollment continues to grow, from twenty-five to thirty-two students. This program’s design promotes self-determined individuals at home, in school, and in the community by providing social, academic, and pre-vocational/vocational instruction. Community Based Instruction, through various field trips, allows students to explore the immediate community. Students can make purchases at the local Kroger and 7-11 stores. The students bowl once a month at 5 Star Lanes. A SMART bus transports students to and from this event, which helps acquaint students with local transportation. This event also allows students to improve their money skills through the purchase of their lunch and socialization skills as they lunch together. An annual bowling trophy is presented at the end of the year. This presentation averages forty percent attendance by students’ friends and relatives. CI students also participate in the County and State **Special Olympic** Games. All students participate in the county games, with over fifty percent of the parents cheering them on. The State program, which is limited to eight slots, provides annual participation for three days and two nights at Central Michigan University. Students sleep in a school dorm and compete against athletes from all over the State.

#### **C7. What requirements must be satisfied before a student is promoted to the next grade level of schooling?**

The Grissom staff recognizes that the keys to student success include a proper orientation and a clear understanding of standards and expectations. Grissom students must satisfactorily complete all required courses before going on to the next grade. Students who fail fifty percent or more of their core subjects must repeat that grade. These students receive intensive support from their teachers and counselor. Students failing eighth grade must successfully complete summer school before being admitted to high school. Those failing to do so must repeat eighth grade. Teachers note individual student achievement and identify students At-Risk. By discovering learning difficulties at an early stage, students can receive sharply focused interventions (A1) and assistance from teachers and support staff and from specialized programs (A1). It is strongly recommended that sixth and seventh grade students who fail attend summer school. Sixth and seventh grade students who do not complete communications class successfully must enroll for the next year’s course. Admission to advanced algebra requires high test scores on the Iowa Aptitude Test, outstanding performance in sixth and seventh grade, and the recommendation of the teacher. Grissom’s significant improvement in MEAP scores is the result of high standards and high classroom expectations.

## **D. ACTIVE TEACHING AND LEARNING**

### **D1. How are teaching practices and learning experiences in the school consistent with current knowledge about successful teaching and learning?**

Through Professional Learning Communities (E1), Grissom teachers skillfully address the multiple intelligences by utilizing technology, cooperative learning, and critical thinking skills. Rigorous expectations are tied to real world scenarios that incorporate a variety of instructional strategies. In a hands-on science project, students create a time line of the Earth using adding machine paper. The time frame represented is from the “Big Bang” until present day. Appealing to kinesthetic and visual learners, students, in cooperative groups, are asked to organize the order of geologic eras and major events into a graphical representation. This activity is cross-curricular, providing background knowledge for social studies (origin of civilizations) and math (division of time, fractions). Another project uses a Grissom teacher-created interactive website on adaptation. Students are provided with benchmark information and an interactive tutorial followed by computer-driven activities. In the interactive portion of this website, the students are presented with a particular environment and food source and asked to choose the appropriate adaptation. If students choose correctly, they are given a prompt that lets them move forward to the next question. If students choose incorrectly, they are given an explanation and more information and asked to choose again. A glossary is available throughout the tutorial for review of scientific terms. When social studies students “Go on Safari,” they use a cardboard box for a suitcase and chose a country in Europe to begin their trip. Next, they select a country in Africa to visit. Students cover their suitcase with passport stamps and show the route they take to their chosen country. Inside the “suitcase” students put information about their destination such as statistics, imports, exports, and the economy. Finished suitcases are graded according to a precise rubric and are displayed in the media center.

### **D2. In What ways do teaching practices support student-initiated learning?**

Teaching practices support student-initiated learning at Grissom with student participation in independent projects, classroom decisions-making, real life experiences, and *E2020* (C5a, D4). Student-initiated learning takes place when the foods and nutrition class simulates on-the-job experience where students fill out a job application, I-9 form, reference sheet, and chose a position where they would like to work in the class restaurant, Gramma Lafata’s Italian Café. Students are interviewed, selected for positions, and then prepare and serve a luncheon for more than hundred guests. Utilizing the Michigan Benchmarks and MI CLIMB, sixth grade general science groups are empowered with creating lessons which teach others about a system of the body. One “circulatory system” group created an informational PowerPoint that had a beating heart and showed the blood flowing through the body. Their PowerPoint also had a hyperlink to a virtual open heart surgery which students had to complete in the computer lab as a virtual, hands-on activity. Other student-initiated learning is found in activities such as Student Council, Independent Study class, science labs (C5), volleyball (video-tape critiquing of players), “Change for Charity”, competitive fundraisers, and Kids for COTS, among many others. Students also decide on themes for after school “celebrations” and are in charge of advertising, ticket sales, decoration, clean up, and refreshments.

### **D3. How are resources made available to teachers and students for gathering information and sharing the results of their efforts?**

All media resources are available to staff and students during the extended school day of 7A.M.-4P.M. Media staff, consisting of one full time media specialist and one half-time media clerk, provides individual, small group, and whole class instruction, direction, and support. Media center resources are available to staff and students through the **Follett Software online** (bibliographic database). All staff and students utilize the media center on a daily basis to support and enhance the classroom curriculum and instruction. Currently, there are 14,292 items in our collection of which 13,954 items circulated during the 2004-2005 school year. Almost \$10,000 annually is allocated toward purchasing materials that support and enhance the classroom curriculum and instruction. The media specialist, along with

administrators, teachers, and students, selects materials for the media center. **Media and technology skills** are integrated into the classroom curriculum with the support, direction, and instruction of the media specialist. Classes utilize the media center, computer center, wireless laptop carts, **SMARTBoard** (D4) presentation area, and school supported electronic resources daily. On average, two hundred students utilize these resources daily. The media specialist is effective in providing support, direction, and instruction to staff and students in individual, small group, and whole class settings.

Further, the media specialist creates and maintains systems that support and enhance classroom curriculum and instruction beyond the physical entity of the media center such as: the School Messenger System, the *iPod Audio and Visual Comprehension System* (D4), and the *Grissom Community Website* (D4). The new media center **Book Discussion Blog** (Group) provides teachers, administrators, students, parents, and community members with a quality and monitored venue for discussing popular and classical literature (14 hits/week and growing). A Jeopardy Challenge is usually played at lunchtime using hand-held buzzers, an actual Jeopardy scoreboard, and a TV monitor which displays the “answers.”

#### **D4. What technology applications is the school using? How do they relate to the curricular goals and how do they support teaching and learning?**

At Grissom, technology is fully integrated into the classroom, supporting and enhancing teaching and learning, and producing the daily G.B.C. newscast (B2) and multimedia presentations. This technology includes the **iPod Audio and Visual Comprehension Program**, which supports and enhances the Dear It Program (C5). ELL and At-Risk students increase their reading, comprehension, and communication skills by listening to the audio on the iPods as they silently read the text. Currently, fifty iPods support this individual, small group, and whole class reading program, which is both an in-house and take-home program. Another program, *Rosetta Stone*, increases ELL students’ reading, writing, listening, and speaking skills. Allowing for self-pacing, a lesson is presented, after which there is a quiz. *UnitedStreaming Video* is a digital video library presented and managed by Discovery Education that allows an online search for videos appropriate to subject area, content area, and grade level benchmarks. It possesses links to both teacher guides and to curriculum as well as to a variety of learning tools including quiz center, writing prompts, lesson plans, and clip art gallery. It is utilized on a regular basis in science for the insertion of streaming video into PowerPoint presentations for multimedia classroom experiences. The **School Messenger System** (F6) automatically calls students’ homes with assignment and project reminders. Every classroom is equipped with an **audio enhancement system. Integrated Educational Technology System**, an Internet accessible computer, displays video, DVD, district Wide Area Network and Cable TV, on the classroom TV for whole class instruction. The teacher remotely controls all of the building technology from the classroom in order to support and enhance curriculum instruction and learning. Also, classes have access to three **SMARTBoards** (a chalk-board size, interactive computer, which allows the user to touch the screen with a finger, pen, or eraser, instead of using a mouse and keyboard). Utilized by all are three internet accessible computer labs with thirty-two stations each; two wireless lab carts with Internet accessibility, laptops totaling thirty-two stations; laser and inkjet printers; scanners; digital cameras; and video cameras. The cafeteria/auditorium is similarly equipped with an integrated cable, DVD, VCR, CD, audio tape, and audio enhancement system for instructional use. The Premier Programming Suite of **Text-to-Audio** software has been installed extensively at Grissom including all Special Education and ELL classrooms and the media center. The **Poster Maker** machine is used to make two foot by three foot curriculum-related posters that help students to visualize important concepts, learn vocabulary, and remind them of upcoming tests. The **Grissom Community Website** supports and enhances the classroom curriculum and instruction beyond the physical boundaries of Grissom Middle School. The site provides information on courses, homework, study sheets, unit instruction, test schedules, and staff contact information. Furthermore, the website provides links to online information resources and programs such as Harcourt math and **Grolier Encyclopedia Online** that support and enhance the classroom curriculum and instruction.

## **E. PROFESSIONAL COMMUNITY**

### **E1. What opportunities do teachers and other staff have to build professional community that enhance their collective capacity to work together to support student learning?**

“World Famous” Grissom staff members are committed to providing an environment that recognizes, supports, and encourages professional development. Professional growth both inside and outside of the school day is grounded in data collected through surveys, MAT-8, MEAP, and *eduTest* scores. The Grissom **School Improvement Process (SIP)** committee, which includes administrators, teachers, support staff, office and custodial personnel, provides a means for stakeholders to share a collective sense of student outcomes (E2). **Late Start Mondays (A1)** allow the Grissom staff to meet as a **Professional Learning Community (Richard DuFour)** and analyze student data, create **Smart Goals** (classroom objectives achievable in the short term), measure outcomes, and continually seek ways to improve student achievement. PLCs provide instructional staff with a working knowledge of the school’s curriculum, which facilitates cross-curricular instruction and articulation. They also encourage staff to share and support each other’s instructional strategies. The PLC model of continual improvement is fully integrated into Grissom’s current SIP goals of improving student achievement in reading, writing, and math. Teachers also meet before and after school and during preparation periods to share data and plan for student success. **Released time** is also provided to plan, implement, and reflect on our achievements and needs to improve ourselves as professionals. This past school year Grissom utilized *eighty* substitute days for staff development, planning, and training, including MEAP analysis, the Adopt-a-Student program (B2), the Grissom Grizzlies (A3), and Writing Across the Curriculum implementation. Monthly, one hour after school staff meetings allow time to present overviews of attended conferences and focus on school improvement. Building and staff issues are discussed monthly when the contractual **Building Policy Committee** convenes with representative teachers and the building administrator. District curriculum consultants hold regular meetings in all core subjects to offer opportunities for reflection on program effectiveness, student achievement, and the development of new curriculum. Last year Grissom teachers attended twenty-eight out-of-district conferences. Additionally, cutting-edge, educational research-based books were purchased for each staff member, including *A Framework for Understanding Poverty* by Ruby K. Payne and *Choice Words: How Our Language Affects Children’s Learning* by Peter H. Johnson.

### **E2. How does a coherent approach to professional development for teachers and other staff ensure their ability to implement effectively the school’s curriculum, instructional strategies, and support system? How do organizational arrangements, such as time and teaching assignments, and school norms and culture, make professional development a priority?**

The district **Student Proficiency Advisory Board (SPAB)** comprised of teachers, appointed by WCS superintendent, curriculum consultants, building and central administration, acts as the School Improvement Steering Committee for the district. Grissom’s **School Improvement Steering Committee**, which includes five teachers, meets on a monthly basis. Grissom’s monthly staff meetings and PLC Mondays (E1) have a teacher-led format covering MIPLAN, MEAP, scheduling, retention policy, Blue Ribbon planning, Summer Academy, subject area GLCE presentations, Writing Across the Curriculum, Word Walls, wireless labs, Fitness Room (C6a), CPR/AED training, Adopt-a-Student, and *eduTest*, to name a few. As part of SIP, a delegation of teachers observed teaching styles at Beer Middle School. Others attended the Ruby Payne Conference, which provided teaching staff with differentiated, instructional techniques that support and enhance instruction to students in lower, middle, and upper economic brackets. Additionally, one full and four half-day, district-wide in-services for teachers, paraprofessionals, administrators, office and custodial staffs are provided each year. Teacher topics have included Brain-Based Learning, Susan Kovalik LIFESkills, and Understanding Poverty (E1), while secretaries received updates regarding Avaya(F6) technology. The district **New Teacher Academy** assists our six non-tenured staff to adjust to the district and to teaching. Moreover, ninety hours of in-service over three years focuses on district orientation, understanding your curriculum, succeeding in the

classroom, parents as partners, the MEAP and you, technology integration, and cultural awareness. Grissom's two ELL teachers are released once monthly for district ELL instruction. All teachers may apply for monies through district contractually developed **Professional Staff Development**, (\$47,500 district-wide) and **Curriculum Steering Committee** (\$67,000 district-wide), to attend local, state, and national conferences.

**E3. How does the school tailor professional development and support to address the differences in career experience or professional responsibility?**

All Grissom teachers, both tenured and non-tenured, serve the School Improvement Process through the Professional Learning Communities. New teachers receive intensive professional development introduction into teaching (E1) and are partnered with master teachers who serve as mentors until tenure is granted. The Principal and new hire develop an individual development plan, which is followed with the mentor. Probationary, non-tenured teachers are observed and evaluated at least four times a year by the Principal or Assistant Principal. Tenured teachers are formally observed and evaluated every three years.

Our Principal regularly attends state and national principal conferences such as the MASSP, the National ASCD, and the NASSP. In addition, she has attended training on **Integrated Thematic Instruction**. She also shares conference information with the staff, allowing teachers to upgrade classroom instruction and to investigate areas of interest further.

**E4. How does the school use the processes and results of student assessment, staff evaluation, and school review to support professional growth? How has teacher professional development improved teaching and resulted in higher student achievement and success?**

Grissom staff continually provides for our diverse student body by implementing programs that reflect findings from conferences, PLC meetings, surveys, report cards, and test data. After assessment results are analyzed, the school improvement committee, through PLCs, develops instructional strategies. These include the Parking Lot (a board with sticky notes to place off-lesson questions), Word Wall, (C5a) and programs such as the iPod Audio and Visual Comprehension Program and wireless computer labs (D4). Comprehensive standardized assessments such as MAT-8/OLSAT, Woodcock-Munoz, and the MEAP aid in guiding and planning our priorities in all subject areas. *EduTest* has been incorporated into the curriculum to identify student needs in the subject areas of math and language arts. Eighth grade students wishing to attend the Macomb Math, Science, and Technical Center in ninth grade must take a qualification test, COGAT, for possible admittance. All students participate in Career Pathways and take an interest and ability survey which are authentic student assessments. In addition, Grissom teachers use both criterion and norm-referenced evaluation procedures that include structured observation, rubric, oral and written, comprehension questions, hands-on demonstrations, and project presentations. CA-60s and the student individual IEP updates are reviewed by the regular classroom teacher.

Grissom Middle School staff is given feedback continually. Monthly staff meetings provide the opportunity for teachers to celebrate successes and accomplishments. The Principal, through walkthroughs, emails, personal notes, and frequent discussions, provides support and encouragement to staff. Teachers' accomplishments are published in the school and district newsletters as well as noted on the daily G.B.C. news program. The Grissom Booster Club provides feedback from the community through meetings with the Principal, volunteering in classrooms and field trips, and with teacher appreciation luncheons throughout the year.

**F. LEADERSHIP AND EDUCATIONAL VITALITY**

**F1. How does leadership move the school toward its vision/mission? How is the instructional leadership role defined and implemented? How are resources aligned with goals?**

Our principal, Suzanne Nye, believes that success for all means attaining the personal and group goals that the Grissom instructional community has set. She strives to keep staff, parents, and students

focused on the common goals of improving student **academic achievement** and fostering a culture of excellence to become a “world famous” and world-class school. Ms. Nye facilitates all staff members in reaching higher and producing better results in order to achieve our goals. Individuals are **encouraged** to take leadership roles, and every staff member shares a role in team leadership (F2). The Principal **values** and **respects** the intelligence and ability of her staff to be competent leaders and to advance the overall goals and vision of our school culture. The Principal believes in **communication** and **feedback**. Each week, on a revolving basis, teachers complete the Principal’s feedback questionnaire on the previous week’s activities. Staff also receives frequent e-mails and personal notes of encouragement and congratulations from the Principal.

The district **SPAB Committee** (E2), acting as a district-wide steering committee, takes a leadership role in developing and guiding Grissom’s **Professional Learning Communities**. Our collective leadership, comprised of the **SIP Steering Committee** (E1), PLC Department Leaders (F2) and administrators, provides opportunities for staff to attend conferences that are pertinent to Grissom goals. In addition, leadership communicates with the staff about recent articles, books, and research that addresses the needs of our students, and to direct our attention to the ongoing process of improving the way we teach. PLC **Smart Goals** (E1), and vision statements define our instructional role. Smart goals continuously focus our instruction and are reviewed and re-examined during the PLC meetings to check our progress and re-direct our teaching practices.

## **F2. How does the school engage its internal and external stakeholders in leadership and decision-making? What is the relationship between the principal and stakeholders?**

At the 2001 District Forum, held at Macomb County Community College, over 1000 professional and service staff, community leaders, parents, and students discussed the possibilities and potential for optimizing the school as the “hub” of the community. The District SPAB committee (E1) engages professionals at a district level, while SIP (E1) on a building level, drives the school norms and culture towards this goal. Students, parents, teachers, administrators and community members have a stake in the success of Grissom students. When decisions concerning District and building mission and goals are formulated, input from all stakeholders is considered. Within Grissom, the process for decision-making is based on the exchange of shared information and concerns. Our SIP/NCA goals of improving reading, writing, and math were chosen by the staff after an extensive review of stakeholder needs and expectations. For example, after having evaluated our students’ strength and weaknesses in formal writing, Writing Across the Curriculum was developed to improve writing scores. Internal and external stakeholders are engaged through Student Council, staff meetings, Booster Club meetings, Winning Futures program, and Blue Ribbon involvement, to name a few. Changes in building policy occur with the input of the Building Policy Committee.

Ms. Nye addresses the needs of all stakeholders. Her open-door policy is a meeting place for teams of professionals to gather input and make decisions in the best interest of all stakeholders. In addition, she not only participates and plays an active role in all school-related activities, but also encourages and supports staff professional development. Last year, eighty substitute teachers were made available by Ms. Nye so that staff could attend conferences, workshops, seminars, and in services as well as work on school improvement and Blue Ribbon. A collection of professional books and periodicals was purchased, and Grissom has now established its own professional library within the media center.

## **F3. What kind of participatory school improvement process operates at the school? How did the school prepare its Self-Assessment for the Blue Ribbon Schools Program and how did this initiative relate to other school improvement and planning efforts?**

The Grissom family of staff, students, parents, and community stakeholders make decisions through the NCA and PLC process, where they continuously monitor and evaluate programs. In the 2005 school year, the SIP cycle was completed. Professional Learning Communities, with the endorsement of SIP, now direct the decisions that impact increasing student achievement. The goals of improving reading, writing, and math continue to be the focus for SIP. Staff professional opportunities are selected

that support and enhance improvement in these areas. Data analysis is an integral part of supporting the decision to pursue improvement of the target goals. A gap analysis was powerful in identifying our student needs. With this analysis, it was recognized that a majority of our Black student population is At-Risk.

Last year as part of our NCA process, parents completed and returned a survey. It was determined that parents want support in understanding how to help their children improve their study skills. As a result, a guest was brought in and paid with Title I monies to address this topic. In addition, district consultants have been brought in to address strategies to help improve students' academic progress. Another powerful tool is having insight provided by staff members who attend professional learning opportunities and then share and teach staff this additional information. To support our Governor's request to engage students in the learning relevance of Career Pathways, eighth grade students have been using [www.careercruisin.com](http://www.careercruisin.com), which provides a wealth of information from interest and abilities to colleges with programs of interest, information on potential earnings, and actual interviews with people employed in various fields.

At a 2004 staff meeting, the Principal introduced the Blue Ribbon proposal. Grissom immediately began the process of assessing interest in obtaining a Blue Ribbon and gathering information. All staff members were involved, working fervently in small groups to analyze and research specific Blue Ribbon questions. The Blue Ribbon Steering Committee then assembled the responses and with the Co-Chairs edited the material down to the final document. The Blue Ribbon process not only initiated incredible social interaction between departments, grade levels, veteran and new teachers, but also lead to further school improvement and planning efforts.

#### **F4. How does leadership move the school toward its vision/mission? How is the instructional leadership role defined and implemented? How are resources aligned with goals?**

In order to develop Grissom students into lifelong learners, school leadership has embraced the PLC Departmental Model of Richard DuFour. District consultants, teacher leaders, and building administrators update staff on Late Start Mondays, during after school staff meetings, on in-service days, and through preparation time meetings on the latest Brain Based research, Writing Across the Curriculum, school transition, mentoring, multi-ethnic units, and technology. PLC Department teams utilize the **Golden Packet MEAP Analysis (H1)** to break down student scores and track students' progress, and to develop interventions for the At-Risk. Counselors receive annual feedback from the high schools on the progress of Grissom ninth graders, and the administrators encourage the use of best practice instruction in every classroom.

Reflecting current national research and our evaluation of student test scores, Grissom has added significant new components to the instructional program (C5). Two ELL and three Title I tutors work full time with the At-Risk and ELL students. Audio enhancement equipment has been installed throughout the building, and teachers differentiate instructional to support and enhance lessons to students in lower, middle, and upper economic brackets. Teachers now include SQP3R, metacognitive skills, and KWL to increase variety and power of literacy instruction (C5a). Our adoption of two character education (A2) and the Winning Futures programs (G1) and Text to Audio software (D4) are significant examples of applying current research. A multicultural focus on ethnic issues is highlighted on the G.B.C. news program. An analysis of MEAP (H5) scores by the SIP committee resulted in realigning and refocusing the components of the science and social studies curriculum. Science and math levels provide a greater emphasis on hands-on approaches. Grissom continues to apply current research to increase the depth and scope of its state-of-the-art technology, especially as it applies to At-Risk, ELL, and Special Education students.

#### **F5. Reflecting on the last five years, what conditions or changes have contributed most to the overall success of the school?**

A major factor contributing to Grissom's success is our staff, which works together as a family. Through our development of common academic goals and strategies, we have successfully improved



student achievement (See Appendix IV). Within the past five years, our culturally diverse student population has strengthened the learning climate. Our commitment to embrace diversity and teach tolerance produces students who are prepared to be successful in our multicultural world. Our spectrum of tutoring has been very successful. On average, one hundred forty hours of student tutoring occurs each week. As student interest builds, more staff members come forth to devote extra hours to the program.

The passage of the largest bond issue in the District's history, 140 million dollars, has brought about building changes. The entire building received new windows, plumbing, floors and ceilings, updated lighting, climate control, and technology. The compounding application of advanced technology in the classroom has radically changed Grissom's instructional landscape; for example, technology provides immediate test results, feedback, and student grades. Classroom presentations are more up-to-date as a result of the Internet and more professional in appearance because of PowerPoint, SMARTBoard, and other technology tools.

In the past five years, Grissom has had four assistant principals. Mr. Shaner, our current Assistant Principal for the last one and a half years, has the longest tenure of any. Significant improvements in behavior have been made during his term (See Appendix II).

**F6. How has the school integrated technology to improve management and program efficiency and effectiveness? Assuming that educational applications of technology have been discussed in Section D, describe how else the school uses technology.**

Integrated technology greatly improves management and program efficiency and effectiveness at Grissom. The **Avaya** Phone System, found in every room in the school, operates over the District's fiber optic lines, and saves the District over \$25,000 annually. The **Audix** Messaging System provides immediate and delayed communication through voice mail, public announcement, and immediate, person-to-person usage. **SASI** (School Administration Student Information) software provides for student records, including report card grades, discipline records, and demographic information. Teachers use the system's **IntergradePro** software to record grades, produce progress reports, and take attendance. The **School Messenger System** (D4) calls the homes of staff and students with important, instructional messages and reminders; this system is routinely used 1-2 times a week. Messages are composed, recorded, and sent home in English, Chaldean, and Arabic to meet the needs of the Grissom community. School Messenger's automated system retrieves attendance information from SASI daily to make automated absence calls. The **GroupWise** Email Server provides enhanced communication between Grissom staff, district, and parents. Further, email is used to access the **I-Heat** Program, which the District's Information Services and Maintenance Department uses to manage and support Grissom's Technology and building maintenance. The Microsoft Office Suite provides for efficient document processing and printing by teachers, office staff, and administration. Online Conference Registration and KALPA is used to access, schedule, and track professional development. **Subfinder** is an automated voice and Internet service that schedules substitute instructional and support staff to cover staff absences. District Automated Facility Scheduling allows for online facility scheduling. Computers remotely control exterior lighting, as well as heating and cooling; room heating and cooling is reduced when vacant. Motion Sensors control interior lighting for optimal efficiency.

**F7. What are the major educational challenges the school must face over the next five years and how does the school plan to address them?**

There are many challenges ahead for the English Language Learner. Are we, the educational staff at Grissom, fully meeting their needs in acquiring the basic skills of speaking, listening, reading, and writing, along with the fundamentals of mathematics and the other core subjects? On the horizon is an increasing Latino presence in an already diverse community. Emphasis on character education for both students and parents is essential in bridging cultural gaps and the development of respect and discipline, which is also a major problem with our disadvantaged socio-economic students.

A major concern is the success of Grissom's subgroups (Black, At-Risk, Special Education, and ELL) in passing AYP. Another challenge for all staff is the alarming increase in Autistic and Aspergers Syndrome children, which will impact all classrooms, especially the resource room.

Grissom, as well as the rest of the educational community, is facing a major crisis in educational funding. Cuts in programs have already included the dismantling of many middle school programs, including the dropping of one school period and the shelving of our foreign language program. A concern of all Grissom staff is the need to deal with collective bargaining in a fair and equitable manner. This includes the cessation of attempts to dismantle the collective bargaining system.

Solutions to many problems are already obvious. An expanded summer program (8-10 weeks) for At-Risk students would help move this subgroup closer to the mainstream. Our summer **Grissom Grizzlies** program is already having an impact in this area. A Saturday program or additional tutorial programs would also be of great benefit. Political pressure on our elected officials to make the AYP expectations more realistic and attainable is a must. Staff in-service training will reduce problems with Autistic and Aspergers Syndrome, and in accommodating Latino students. With a better Michigan economy, monies may again be available to return many programs to our school day. Whatever lies ahead, the Grissom staff, students, and community is prepared to work together to meet the challenges and to continue being a world-class school.

## **G. SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS**

**G1. What are the goals and priorities of the school, family, and community partnerships? How have the school and community both improved as a result of these partnerships and how did the school measure the improvements?**

Grissom's main goal and priority is to meet the needs of the student, family, and community. Based on the results of student, staff, and parent surveys, those needs were determined to be: academic, social, emotional, physical, financial, and cultural. We meet these needs through programs such as before and after school tutoring, Winning Futures, community-sponsored assemblies, breakfast program, the **Love and Logic** parenting philosophy of Jim Fey, CALION (C6), intramurals, and others.

Community partnerships that have helped to support identified needs include: the neighborhood Mobil gas station (B1); Hamilton Chevrolet; the **Gold Achievement Card** Program, where twenty businesses offer discounted or free items to honor roll students; Skate World of Troy Grissom discount night; St. Rene Goupil Roman Catholic Church, our designated emergency shelter; and St. Joseph's Chaldean Church (A2). These school-community partnerships benefit both the community and the school through better communication, financial benefits (scholarships, grants), a greater appreciation of cultural diversity, and recognition of student achievement.

The **Winning Futures** program, developed by Hamilton Chevrolet and its President, Sam Cupp, a former Warren Consolidated graduate, mentors At-Risk students and awards them academic scholarships. Mentors and their At-Risk mentees met once a week to work on a goal-oriented project. The select students were entered into a competition involving a project or an essay. Winners were awarded prizes ranging from T-shirts and bikes to twenty-two scholarships totaling six thousand two hundred fifty dollars. To actively involve all students, Winning Futures also featured school-wide assemblies, stressing goal setting and making choices. All students were encouraged and motivated to display respect, a more positive attitude, and a greater responsibility for themselves and their school. As a result, the number of students using their agendas as acceptable hall passes increased by 10%. Additionally, behavior at assemblies and activities improved by almost 25%, and the number of suspensions decreased by almost half from the first quarter to the third quarter of the school year. A survey completed by Winning Futures students, mentors, and parents, helped to measure the success of the program. Eighty-nine percent of the parents saw a positive change in their At-Risk children while they were in the program, and ninety-seven percent indicated that their children enjoyed having a mentor. One mentor commented, "We witnessed a drastic, positive change in the students' attitude, self-esteem, and behavior." Mentors benefited by better understanding the needs of adolescents and of our many

ethnicities. Two years ago thirty students participated in this program; however, the program is now inactive due to cuts in state funding.

Through NCA and school improvement (F3), as an on-going process the Grissom community continually monitors and evaluates its progress. Proud of its accomplishments, Grissom Middle School showcases its “Points of Pride”<sup>\*</sup> in its yearly annual report and has a reputation in the community that is strong and solid. As a result, there has been an increase in “school of choice” applications; so much so, that students have had to be turned away. For example, in the 2004-2005 school year alone, 30 students applied, of which 7 were denied open enrollment due to the building being at capacity.

## **G2. How does the school involve families in their children’s education?**

Grissom supports and enhances the parenting role through parent orientation programs, parenting workshops, and the opportunity to participate in the **Parent Booster Club** (129 members). Effective two-way communication includes the annual open house; two parent-teacher conferences (one per semester with 65% parent attendance in the fall and 51% in the spring); monthly newsletters; progress reports and report cards (H3). Parent communication takes the form of e-mail, direct classroom contact via telephone and voice mail; agendas (A3); and the new **School Messenger System** (F6) that will serve to better inform and involve parents. Timely and informative letters from the administration are sent to parents and businesses in the Grissom community as a further means of communication.

The Booster Club is vital and plays an active role in the school and community by recruiting parent volunteers for our school-wide Field Day, “celebrations” (dances), field trips, Book Fairs, various intramural activities, and fundraising events. Field Day (C6a), which is a culminating, school-wide function, perhaps best demonstrates the involvement of staff, students, parents, and community. Parents help with supervision, food, and gifts, which have been purchased by the Booster Club or donated by community businesses. Approximately seventy parents volunteer at Field Day.

Grissom is strongly committed to character education (A2), which also involves parents and strongly affirms their role as the primary moral educators of their children. Through the Veteran’s Day breakfast program, parents and other relatives receive recognition for their service to our country.

We encourage and facilitate learning at home through the Lightspan Program (D4), CD Rom textbook support (C5), Parents as Partners worksheets, school-to-home behavioral checklists, agendas, and various class projects. Eighth grade health class projects involve family through discussions between parent and child on violence, STDs and AIDS, tobacco, drugs, and nutrition/fitness. While the classroom provides the facts, the students and parents are able to adapt it to the beliefs and culture of their family.

Through district-wide mileages and School Board elections, families make decisions that impact their child’s education. The Grissom community overwhelmingly supported the school in 2001 with the passing of a 140 million dollar bond issue.

## **G3. How does the school support the needs and concerns of families?**

Grissom’s up-to-date student database helps us keep in touch with family needs. Counselors, school psychologist, nurse, speech and language pathologist, social worker, and teachers all communicate with parents frequently. Two parent-teacher conferences, a “Meet the Teacher Night”, sixth grade orientation, and parent and student annual surveys help us to engage family needs. Booster Club leaders and Student Council leaders help identify the needs of students and their families as do parent volunteers. Teachers and students watch out for each other and detect signs of student unrest or depression. Small group counseling (A2) is available to students confronting family problems, including divorce and death, and the Crisis Team (A2) helps deal with traumatic events in students’ lives. Evening Programs, such as Jim Fey’s **Love and Logic**, support the parental role. Families in financial need are supported with food baskets, free and reduced breakfasts and lunches (200), and before and after school tutoring (A1). Grissom works with and refers students/families to **C.A.R.E.** (Community Assessment, Referral & Education Student Assistant Center) and the Macomb County Crisis Center. The Student Council works with the Kiwanis of Sterling Heights for the canned food drive; provides clothing for the C.O.T.S. (Coalition of Temporary Shelter) Foundation seasonal clothing drive; and “Change for Charity,” a

competition among the grades, that provides money for local charities. A fatherless family with five children and a dilapidated house in the Grissom community was given assistance through our **Project Lend-a-Hand**. Funds were collected to provide clothing, beds, and dressers for the children, and over twenty Grissom staff, with the aid of teachers and administrators from the district, spent a weekend refurbishing the house with new siding, a new roof, and a fresh coat of paint on the trim. In addition, during late-start PLC Mondays, student care is available for those students who must arrive early.

#### **G4. How are educational resources in the school and the community used to extend learning opportunities for students, teachers, and families?**

Learning opportunities are extended for students, teachers, and families. This is accomplished through library summer reading programs, athletic camps, district and community summer school programs, guest speakers, Career Day, Saturday drama workshops, summer open gym, and the Congressional Youth Leadership Council. Field trips bring classroom learning to life. One teacher took her classes to a stone quarry to see the different geological strata and learn about the different types of rock. This year the same teacher is taking many of her students for a three day trip to Mammoth Cave, KY. Other field trips include visits to Greenfield Village and The Henry Ford Museum, the Hillberry Theatre, and Detroit Science Center. Community groups such as St. Rene Catholic Church, Sterling Heights Parks and Recreation, and the Wayne State University Student Teacher Program use Grissom to house many activities. The Parent Booster Club offers financial assistance for many of these programs as well as staff development.

Grissom's vocational education programs also help to extend learning. This is done, in part, through its Community Based Instruction (C6b), art displays, annual talent show, and on-going performing arts programs. The life skills class childcare unit concludes with **Little Visitor Day**. Students invite their siblings, cousins, and neighbors, from infancy to five years of age, into the classroom along with their parents. Approximately twenty-five children visit the classroom during the school year. Students prepare questions for the parents based on what they have been learning. They also have time to interact and play with the "little visitors." In addition, in the foods and nutrition class, students prepare and serve food in a simulated restaurant as part of a career unit where students experience filling out an application and an I-9 form as well as prepare for and have a job interview before being hired. Over one hundred parents, teachers, staff, student workers, and other people from the community are invited to eat at the one-day restaurant, **Gramma Lafata's Italian Café**, and again in the spring at a potato luncheon.

### **H. INDICATORS OF ACADEMIC SUCCESS**

#### **H1. What is the school's overall approach to assessment? How do the methods align with the educational vision/mission and curriculum? What questions about assessment is the school currently addressing?**

Our mission, which recognizes the emotional, social, physical, and intellectual needs of our multicultural population, drives Grissom's approach to student assessment. Students are assessed through a combination of national norm-referenced, District, and instructor-created tests, which are used to determine the needs and placement of students.

Grissom administers to all sixth graders the **Metropolitan Achievement Test (MAT-8)**, which is a nationally norm-referenced test used to assess individual student progress and development and to communicate to parents the students' achievement as compared to a national norm. The **MAT-8** provides both individual and school results in reading, math, language arts, science, social studies, and research and thinking skills. In conjunction with the **MAT-8**, the **Otis Lennon School Ability Test (OLSAT)** is given. It is an intelligence and ability test based on verbal and non verbal intelligences.

The **MEAP**, which is a curriculum based and state developed test, is given to Grissom students. The results of the **MEAP** test have been thoroughly disaggregated for the district in the Successline Inc. **Golden Package**, a ninety-six-page analysis of the last two years of data showing outcomes analysis for each and every student group including ELL, students with disabilities, and Economically Disadvantaged.

The Golden Package is used to develop intervention strategies for At-Risk students, adjust and develop curriculum, and develop school-wide goals as well as teacher in-services and training. Further possible uses and trends of **MEAP** results in the future include determining retention and promotion, addressing AYP subgroups (Black, Economically Disadvantaged, Special Education, and ELL), in assessing math and ELA at all grade levels (6-8).

Consistent with our knowledge of multiple intelligences, brain-based, and learning authentic assessments, individual classroom teachers use a variety of assessments including tests, essays, and projects. The **Woodcock-Munoz Language Ability Test** is a complete battery of reading, writing, listening, and speaking skills. This test, which is administered within 10 days of a new student's arrival in the district, determines placement in the ELL program. It is again given yearly in March to assess improvement with all ELL students. Grissom's program of testing also includes a series of tests given to Special Education students that is administered in accordance with State and National Standards. These are nationally norm-referenced tests that are administered based on a student's suspected disability and strengths and weaknesses as determined by an assessment team. The tests not only determine qualifications for services and program placement, but also curriculum placement with regard to additional supportive services and accommodations. The Plato Corporation *eduTest*, given in the spring, is computer generated, based on the Michigan Standards and Benchmarks, and tests students in the areas of math, language arts, and reading. It recognizes individual strengths and weaknesses, identifies students for communication classes, assesses curriculum, and targets areas of the Michigan Standards and Benchmarks that need improvement. The **Iowa Algebra Aptitude Test** is a nationally norm-referenced test used for placement into 8<sup>th</sup> grade accelerated algebra.

The most recent questions that Grissom is addressing are the need for data warehousing and the over-emphasis placed on **MEAP** testing. The staff is also concerned about the reliability or usefulness of test data that includes ELL students. For example, the **MEAP** may not show the significant progress Grissom is making with this segment of our school population.

## **H2. How does the school use assessment results to understand and improve student and school performance? How are data used to influence decision-making?**

Grissom teachers, administrators, and district consultants use test data to drive the curriculum. For example, when test data indicated an increase in the number of "language deprived" ELL students, teachers and administrators took action and created multi-level courses, added classroom support staff, and purchased curriculum to meet student needs. Decision-making regarding course offerings are also data driven. Based on MEAP results, teachers felt students' ELA test scores should be higher and, therefore, created the **communications** course offered at the 7<sup>th</sup> and 8<sup>th</sup> grade levels. The staff also engages in cross-curriculum writing to strengthen students' skills in this area. To better support its At-Risk population, as determined by MAT-8/OLSAT results, Grissom initiated the **Adopt-a-Student** Program (C6), whereby teachers work more closely with those students as mentors. The **Grissom Grizzlies** (A3) is another data-driven program that was initiated to make the transition of At-Risk students from elementary to middle school a positive experience that would support their academic success. **Before and after school tutoring** is yet another data-driven program developed to help improve students' performance. Additionally, math, social studies, and science curriculums were realigned to meet the Michigan Standards and Benchmarks. Data results from the Iowa Algebra Aptitude Test are used in determining placement in the accelerated algebra program. Grissom continually monitors and is supportive of its diverse student population and the broad range of individual student needs.

## **H3. What assessment data are communicated to students, parents, and the community? What are the purposes of these communications? How does the school ensure that these stakeholders understand the standards for judgment and the meaning of the data?**

Grissom not only recognizes the importance of evaluating assessment data, but also the significance of communicating the results to students, staff, parents, and the public. Daily progress in class, test performance, and individual assignment grades are made available to students on **IntergradePro** (F6). To inform parents, **progress reports** go home after five weeks followed five weeks later by **quarterly report cards**. Teachers send home daily or weekly computer-generated progress reports as well, and assessment data is also shared at **parent-teacher conferences** in November and April. For parents who do not speak or read English, Grissom utilizes ELL aides to interpret phone calls, letters, or to assist during conferences. Additionally, **Counselors** explain to students and send parents individualized reports on their child's MEAP, MAT-8 and OLSAT test results. School, District, and State scores are also communicated to parents and the Grissom community via the school and District newsletters, the school's **Annual Report**, Grissom web site, community cable channels, local newspapers, and at Booster Club meetings.

#### **H4. What standardized norm-referenced tests developed on the national, state, or district level has the school given in the last five years?**

Grissom tests all sixth graders with the **Metropolitan Achievement Test** eighth edition (MAT-8). Our majority group impressively performs well above the 57 NCE threshold and in some years the group scores almost TEN NCEs higher! All sub groups have significantly improved this past year: Blacks, a 1.4 NCE improvement; Economically Disadvantaged, a 2.5 NCE improvement; Special Education, a 3.1 NCE increase; and ELL, a 1.5 NCE increase. See Appendix III for all scores.

#### **H5. What are the results from the MEAP for the last five years?**

Despite an increase in the number of ELL students, Grissom's MEAP scores are consistently above the State average. ELL students have shown significant growth in the areas of reading, writing, ELA, mathematics, science, and social studies. Specifically, in a one-year span, ELL reading MEAP scores showed an increase of 30 percent. Additionally, Grissom's Economically Disadvantaged students and students with disabilities increased their reading scores by 33 percent and 20 percent respectively. In contrast to the MAT8/OLSAT scores, Grissom acknowledges a decline in all areas of MEAP scores with regard to its increasing Black population and recognizes the need to focus on new instructional strategies to support this At-Risk group. The overall improvement in MEAP scores, which are now significantly above the state average, validates the emphasis placed on Grissom's target goals in the areas of reading, writing, and mathematics and the focus on realigning its curriculum to meet the Michigan Standards and Benchmarks. See Appendix IV.

#### **H6. What alternative assessments of student performance does the school use?**

Grissom teachers use a variety of alternative assessments to measure student performance, determine student placement, and determine SIP/NCA goals and strategies. Performance-based assessments, which extend the achievement profile of students including Special Education and ELL students, involve collaborative projects as well as individual initiatives. For example, pairs of students investigate probability by determining the fairness of games in math through **GAME FACTORY**, an interactive simulation. Predicting and testing outcomes is just part of the assessment opportunities that are embedded throughout this math simulation. Science classes emphasize the scientific method in projects like the **Two-liter rocket**. Students design bottle rockets, launch them, and then determine their heights and whether or not their parachutes will open and if their "astronauts" will survive. The results are then written up. Language arts students keep a portfolio of their work. With **Literature Circles**, students participate in cooperative learning with their peers to actively read a novel and discuss its contents. When groups complete their books, they prepare and present it to the rest of the class through a variety of media. The **Renaissance Press** is a newsletter created by social studies students. Student's research different areas of the Renaissance period, and the results are collaboratively published in a classroom newsletter. **Gramma Lafata's Italian Café** is part of a career unit in the foods class where students apply and interview for restaurant jobs and then take on those positions as the Café opens to serve the Grissom staff

and community. Band students are assessed through performances and competitions. Solo and small ensembles are assessed at the Michigan School Band and Orchestra Association (MSBOA) **Solo and Ensemble Festival** while 7<sup>th</sup> and 8<sup>th</sup> grade concert bands are assessed at the MSBOA Band Festival. We are proud of our band students who have received consistent *Superior* ratings for the last five years.

Other assessments, all of which involve projects evaluated by a panel of judges, include the County **Science Olympiad**, the District Science Fair, and the **Continental Math League**. Through this participation we are able to evaluate and assess our strengths and/or areas for improvement to determine future teaching/learning needs. Additionally, Grissom has continuous success in having its graduates accepted into the prestigious Macomb Math, Science and Technology Center.

**H7. What are the data for the past five years in the following areas that serve as quantitative indicators of the school climate and engagement?**

	2004-05	2003-04	2002-03	2001-02	2000-01
Daily Student Attendance		95%	95.6%	94.5%	95%
Student Drop Out Rate*	154%	167%	116%	103%	95%
Daily Teacher Attendance		95.8%	96.1%	96.2%	96.2%
Teacher Turnover Rate	9.3%	55.9%**	28.1%	6.9%	3.4%

\* The percentage reflects an increase due to school attendance boundary changes by the district.

\*\*In the last three years teacher turnover rate was extremely high due to WCS redistricting and district buyout incentives, which prompted a high proportion of staff to retire.

**H8. Which awards received by the school, staff, or students are most indicative of school success? Limit the description of awards to 10 or fewer and explain the reasons for the choices.**

The following selections are representative of “World Famous” Grissom’s outstanding school success.

- 2001, Barbara Sikora: *Wal-Mart Teacher of the Year* \$500.00 Award.
- 2005, Gina Koki: *Macomb County Peacemaker of the Year*.
- 2001, *Level 1 Physical Education Award*: Danielle McLean Physical Education Teacher.
- 2003, Elizabeth Zachary: Michigan School Band and Orchestra Association (MSBOA) District Teacher of the Year.
- 2000, 01, 02, 03, 04 First Place- Macomb County *Martin Luther King Kindness and Justice Challenge*.
- 2003, Emily Krause: First Place, Grade Eight *Warren Consolidated Schools Science Fair*.
- 2003, 04, 05 Grissom Raider Eight Grade Band MSBOA Number “Superior” Rating.
- 2005, *Michigan Mathematics League Competition* First Place, Grade Six- Macomb County and sixth grader Ethan Johnson second overall in County.
- 2004, Elizabeth Wright, George A. Basil *Detroit Free Press* Students of the Week.
- 2004, Hedaget Khan *Congressional Youth Leadership Council*.

## APPENDIX I. COCURRICULAR ACTIVITIES

<b>Club/ Activity</b>	<b>Total Students</b>	<b>Female Students</b>	<b>Male Students</b>
Band	202	109	93
Jazz Band	40	20	20
Choir	40	29	11
Football	88	3	85
Basketball	60	30	30
Volleyball	45	45	0
Track and Field	135	75	60
Intramurals	477	159	318
Fitness Club	200	87	113
Ski Club	100	51	49
Spirit Club	18	18	0
Continental Math League	755	363	392
Science Olympiad	25	17	8
Science Fair	20	16	4
Yearbook Club	13	13	0
Student Council	37	28	9
Tutoring	78	36	42
Gardening Club	32	24	8
Peer Mediation	15	8	7
Future Problem Solvers	4	1	3
Library Club	21	16	5



**APPENDIX II. STUDENT BEHAVIOR**

**Student Code of Conduct Infractions**

**By Percent of Total Students**

<b>Year:</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2002-03</b>	<b>2001-2002</b>	<b>2000-01</b>
<b>School Safety</b>					*
Verbal Assault	0	0.8%	1.3%	1.5%	
Physical Assault	0.3%	3.6%	6.1%	5.3%	
Dangerous Weapons	0	0	0	0	
<b>Discipline</b>					*
Disorderly Conduct	0.1%	0	0.5%	4.9%	
Ethnic Intimidation	0	0	0	0.1%	
Disruptive Behaviors	6.0%	7.6%	4.2%	49.7%	
<b>Drug Prevention</b>					*
Drugs/Narcotics	0.1%	0	0	0.7%	
Alcohol	0	0.1%	0	0	

\* Data unavailable due to a conversion from an incompatible data system

### APPENDIX III. STANDARDIZED NORM-REFERENCED TESTS

#### Metropolitan Achievement Test

Grade 6	Eighth Edition			Harcourt Publishers	
	2004-05	2003-04	2002-03	2001-02	2000-01
Testing Month	November	September	September	October	
<b>SCHOOL SCORES</b>					
Total or Composite Score	53	51	52.8	55.5	**
Number of Students Tested	233	238	144	133	-
Percent of Total Students Tested	88.42	93.7	78.48	83.5	-
Number of Students Excluded	27	15	31	22	-
Percent of Students Excluded	11.58	6.3	21.52	16.5	-
Majority Group*	63.88	65.02	64.74	66.06	-
<b>SUBTEST SCORES</b>					
Total English	52	54	53.2	55.7	-
Total Math	53	59	53.9	55.5	-

\*The Majority Group is comprised of all students in grade six

\*\* Due to a district realignment of standardized tests, no test was given during the 2000-01 school year.

CI and ELL Level 1 students were excluded and assessed with other instruments.

Sub-group	2004-05	2003-04
Blacks	38.7	37.3
Economically Disadvantaged	46.3	43.8
English Language Learners	44.3	43.8
Special Education	29.9	26.8

**APPENDIX IV. MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM**

All tests administered in the winter (January- February).

**Grade 7**

**MEAP ELA (English Language Arts)**

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
<b>SCHOOL SCORES</b>					
TOTAL OR COMPOSITE SCORE	70.6	52.9	58.8	NT*	NT*
At Level 1	10.4	6.2	10.1	-	-
At Level 2	60.2	46.7	48.7	-	-
Number of students tested	251	274	158	-	-
Percent of total students tested	100	100	100	-	-
Number of students excluded	0	0	0	-	-
Percent of students excluded	0	0	0	-	-
<b>DISTRICT SCORES</b>					
TOTAL OR COMPOSITE SCORE	68.1	56.3	66.4	NT*	NT*
At Level 1	10.1	7.2	11.0	-	-
At Level 2	58.0	49.1	55.4	-	-
<b>STATE SCORES</b>					
TOTAL OR COMPOSITE SCORE	66	57	58	NT*	NT*
At Level 1	11	6	10	-	-
At Level 2	55	51	48	-	-

\* No Test

<i>Subgroup</i>	<i>2004-2005</i>		<i>2003-2004</i>	
	<i>Percent At Or Above Level 2</i>	<i>Percent At Level 1</i>	<i>Percent At Or Above Level 2</i>	<i>Percent At Level 1</i>
<b>ETHNICITY:</b>				
Blacks	3	-	6	-
<b>LANGUAGE STATUS:</b>				
Limited English Proficient	53	-	30	-
<b>SOCIOECONOMIC STATUS:</b>				
Economically Disadvantaged	61	-	30	-
<b>STUDENTS WITH DISABILITIES:</b>				
Students with Disabilities	17	-	11	-

## Grade 7

## MEAP READING

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
<b>SCHOOL SCORES</b>					
TOTAL OR COMPOSITE SCORE	74.1	54.4	64.6	75.3	85.0
At Level 1	24.3	12.8	20.5	46.5	63.4
At Level 2	49.8	41.6	44.1	28.8	21.6
Number of students tested	251	274	161	170	168
Percent of total students tested	100%	100%	100%	100%	91.1%
Number of students excluded	0	0	0	0	15
Percent of students excluded	0	0	0	0	8.9%
<b>DISTRICT SCORES</b>					
TOTAL OR COMPOSITE SCORE	74.3	60.9	68.3	81.3	85.3
At Level 1	23.2	18.7	22.7	54.8	62.3
At Level 2	51.1	42.2	45.6	26.5	23.0
<b>STATE SCORES</b>					
TOTAL OR COMPOSITE SCORE	73	61	61	77.4	59.7
At Level 1	25	15	19	50.9	NA
At Level 2	48	46	42	26.5	NA

<i>Subgroup</i>	<i>2004-2005</i>		<i>2003-2004</i>	
	<i>Percent At Or Above Level 2</i>	<i>Percent At Level 1</i>	<i>Percent At Or Above Level 2</i>	<i>Percent At Level 1</i>
<b>ETHNICITY:</b>				
Blacks	3	-	6	-
<b>LANGUAGE STATUS:</b>				
Limited English Proficient	5	-	2	-
<b>SOCIOECONOMIC STATUS:</b>				
Economically Disadvantaged	66	-	33	-
<b>STUDENTS WITH DISABILITIES:</b>				
Students with Disabilities	3	-	12	-

## Grade 7

## MEAP WRITING

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
<b>SCHOOL SCORES</b>					
TOTAL OR COMPOSITE SCORE	59	50.7	65.1	74.7	66.2
At Level 1	2.0	4.7	8.0	74.7	66.2
At Level 2	57.0	46.0	57.1	-	-
Number of students tested	251	274	163	170	169
Percent of total students tested	100%	100%	100%	100%	91.2%
Number of students excluded	0	0	0	0	15
Percent of students excluded	0	0	0	0	8.8%
<b>DISTRICT SCORES</b>					
TOTAL OR COMPOSITE SCORE	50.5	46.9	66.1	66.4	78.9
At Level 1	2.3	2.5	5.9	66.4	78.9
At Level 2	48.2	44.4	60.2	-	-
<b>STATE SCORES</b>					
TOTAL OR COMPOSITE SCORE	53	47	56	66.2	66.8
At Level 1	3	3	5	66.2	66.8
At Level 2	50	44	51	-	-

<i>Subgroup</i>	<i>2004-2005</i>		<i>2003-2004</i>	
	<i>Percent At Or Above Level 2</i>	<i>Percent At Level 1</i>	<i>Percent At Or Above Level 2</i>	<i>Percent At Level 1</i>
<b>ETHNICITY:</b>				
Blacks	3	-	6	-
<b>LANGUAGE STATUS:</b>				
English Language Learners	48	-	34	-
<b>SOCIOECONOMIC STATUS:</b>				
Economically Disadvantaged	51	-	42	-
<b>STUDENTS WITH DISABILITIES:</b>				
Students with Disabilities	5	-	24	-

## Grade 8

## MEAP MATHEMATICS

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
<b>SCHOOL SCORES</b>					
TOTAL OR COMPOSITE SCORE	61.9	66.9	47.6	47.2	NT*
At Level 1	35.7	39.8	23.8	23.6	-
At Level 2	26.2	27.1	23.8	23.6	-
Number of students tested	263	252	185	174	-
Percent of total students tested	100%	99.7%	100%	100%	-
Number of students excluded	0	1	0	0	-
Percent of students excluded	0	0.3%	0	0	-
<b>DISTRICT SCORES</b>					
TOTAL OR COMPOSITE SCORE	59.0	66.6	54.7	55.6	NT*
At Level 1	31.3	39.4	29.6	29.1	-
At Level 2	27.7	27.2	25.1	26.5	-
<b>STATE SCORES</b>					
TOTAL OR COMPOSITE SCORE	62	63	52	53	NT*
At Level 1	36	38	31	29	-
At Level 2	26	25	21	24	-

\* No Test

<i>Subgroup</i>	<i>2004-2005</i>		<i>2003-2004</i>	
	<i>Percent At Or Above Level 2</i>	<i>Percent At Level 1</i>	<i>Percent At Or Above Level 2</i>	<i>Percent At Level 1</i>
<b>ETHNICITY:</b>				
Blacks	5	-	6	-
<b>LANGUAGE STATUS:</b>				
English Language Learners	22	-	15	-
<b>SOCIOECONOMIC STATUS:</b>				
Economically Disadvantaged	36	-	32	-
<b>STUDENTS WITH DISABILITIES:</b>				
Students with Disabilities	7	-	4	-

## Grade 8

## MEAP SCIENCE

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
<b>SCHOOL SCORES</b>					
TOTAL OR COMPOSITE SCORE	63.1	61.6	59.9	60.4	24.6
At Level 1	7.6	11.2	13.0	7.5	24.6
At Level 2	55.5	50.4	46.9	52.9	-
Number of students tested	263	251	177	174	155
Percent of total students tested	100	99.7%	100%	100%	91.7%
Number of students excluded	0	1	0	0	13
Percent of students excluded	0	0.3%	0	0	8.3%
<b>DISTRICT SCORES</b>					
TOTAL OR COMPOSITE SCORE	63.3	63.9	68.4	70.8	24.8
At Level 1	10.5	13.2	16.8	15.0	24.8
At Level 2	52.8	50.7	51.6	55.8	-
<b>STATE SCORES</b>					
TOTAL OR COMPOSITE SCORE	64	66	65	67	24.2
At Level 1	13	14	17	15	24.2
At Level 2	51	52	48	52	-

<i>Subgroup</i>	<i>2004-2005</i>		<i>2003-2004</i>	
	<i>Percent At Or Above Level 2</i>	<i>Percent At Level 1</i>	<i>Percent At Or Above Level 2</i>	<i>Percent At Level 1</i>
<b>ETHNICITY:</b>				
Blacks	5	-	6	-
<b>LANGUAGE STATUS:</b>				
English Language Learners	22	-	15	-
<b>SOCIOECONOMIC STATUS:</b>				
Economically Disadvantaged	36	-	32	-
<b>STUDENTS WITH DISABILITIES:</b>				
Students with Disabilities	7	-	4	-

## Grade 8

## MEAP SOCIAL STUDIES

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
<b>SCHOOL SCORES</b>					
TOTAL OR COMPOSITE SCORE	34.2	35.2	26.7	27.0	27.3
At Level 1	5.7	8.4	4.5	5.2	2.8
At Level 2	28.5	26.8	22.2	21.8	24.5
Number of students tested	263	250	176	174	160
Percent of total students tested	100	100	100	100	89.4%
Number of students excluded	0	0	0	0	17
Percent of students excluded	0	0	0	0	10.6%
<b>DISTRICT SCORES</b>					
TOTAL OR COMPOSITE SCORE	32.5	30.1	36.4	33.1	35.2
At Level 1	7.1	6.6	8.0	8.2	5.4
At Level 2	25.4	23.5	28.4	24.9	29.8
<b>STATE SCORES</b>					
TOTAL OR COMPOSITE SCORE	30	29	33	32	30
At Level 1	7	6	8	8	6
At Level 2	23	23	25	24	24

<i>Subgroup</i>	<i>2004-2005</i>		<i>2003-2004</i>	
	<i>Percent At Or Above Level 2</i>	<i>Percent At Level 1</i>	<i>Percent At Or Above Level 2</i>	<i>Percent At Level 1</i>
<b>ETHNICITY:</b>				
Blacks	5	-	6	-
<b>LANGUAGE STATUS:</b>				
English Language Learners	22	-	15	-
<b>SOCIOECONOMIC STATUS:</b>				
Economically Disadvantaged	36	-	32	-
<b>STUDENTS WITH DISABILITIES:</b>				
Students with Disabilities	7	-	4	-