



School Improvement Plan

Jayno Adams Elementary School

Waterford School District

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Adams Elementary is located in the most northern part of the Waterford School District. Currently the school has an enrollment of 414 students which is the largest it has been in the last 3 years. Adams Elementary population is predominately white with 80.68%, African Americans 7.7% Latinos representing 7%, and Asians representing 4%. In the last three years our SES and ELL population has more than doubled. Our school has become more transient in the last several years with the decline of economic stability, largely due to the automotive industry. Many of our stakeholders have been transferred to other parts of the country for work or have lost their jobs. This has caused many challenges for us as our population continues to fluctuate and we are working with families who have found themselves in situational poverty.

School's Purpose

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

Adams Elementary has a vision statement that clearly defines us, "Adams is a place where; Everyone is Safe and Empowered, Differences are Respected and Success is Expected." At Adams, we believe that we must do whatever it takes to ensure the success of our students. We have implemented booster clubs before school and after school to work with our students who are struggling. Our work in PLC teams also address the issue of moving every child forward, which also addresses our students who need enrichment. During the summer we host a writing camp to provide opportunities for students to become more successful writers. We empower our children to become leaders. We have embraced the work of Stephen Covey and are proud to be a 'Leader In Me' school. In order to keep children safe we have all been trained in the Olveus Anti-bullying program. We also hold true to the District's Vision statement "Inspire, Educate and Empower our students for their future." The district's mission is 1) We will ensure that all students successfully complete every course and every grade level and demonstrate proficiency on local, state and national assessments. 2) We will eliminate gaps in student achievement in all demographic areas 3) We will provide challenging learning experiences for every student, every day. At Adams, on state assessments (MEAP) we are above district and state standards in Reading, Math and Writing. We do not have an achievement gap in any of our demographic areas. We believe in making learning authentic. Therefore, we embrace multi-age classrooms and project based learning.

Notable Achievements and Areas of Improvement

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

Adams is proud to be the home of many award winning staff members. Our Special Ed teacher, Social Worker, School Psychologist, Speech and Language Pathologist are the recipients of the Dove Award through the county's work with students with disabilities. A former staff member was the recipient of the state Presidential Award in Mathematics and Teacher of the Year who is now a district instructional coach. Many staff members have been noted in the local newspaper for their outstanding work with children. Our state assessment (MEAP) results continue to above district and state standards. Our staff wrote a math preparation online 'jingle' for our district to support their work on state assessments.

We are aware that we continue to need improvement in the area of writing and science. We host a summer writing camp to support struggling writers and we have staff members attending state science conferences to support our work with New Generation Science work.

Additional Information

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

Adams is a school where we have very high expectations for ourselves and for our students. If a child is not learning than we have to teach them differently. Through our data process with PLC teams, extension work and intervention plans we believe that all children will learn. We, as a staff, our committed to our school and district mission.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Stakeholders were selected on their area of expertise or interest and a variety of positions. Small groups of stakeholders met with the principal to determine current need based on selected data. They also determined which research-based strategies would best meet the needs of our students. They then worked with larger groups of stakeholders to compare and analyze data, get feedback to determine next steps in the school improvement process.

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

Stakeholders from each grade level including some support staff (special ed and reading interventionist) were also present. Responsibilities were shared as they delved into research, data and the SIP process.

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

The SIP leadership team worked with the staff during several staff meetings to verify, analyze and make informed decisions on what would make a difference in achievement for our students. Stakeholders agreed unanimously to support our plan for the coming year. These plans were announced at a PTA meeting to ensure transparency and included in the school newsletter.

School Data Analysis

Introduction

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

Student Enrollment Data

How do student enrollment trends affect staffing?

It is the basis for determining the amount of teaching staff for our building.

How do student enrollment trends affect staff recruitment?

The district is aware of student enrollment trends based on elementary and secondary needs.

How do student enrollment trends affect budget?

Student enrollment trends affect the allotted FTE as well as discretionary funds for our building.

How do student enrollment trends affect resource allocations?

Student enrollment trends affect the amount of resources that we are able to have based on per student funding.

How do student enrollment trends affect facility planning and maintenance?

Student enrollment trends directly affect the ability to plan for facility and maintenance.

How do student enrollment trends affect parent/guardian involvement?

If the enrollment decreases there will be less available parent involvement, also the financial decline in our area has caused both parents to be working outside the home.

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

We will continue to strive for excellence and use best practice with our students, regardless of population numbers.

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

The challenges include possible re-location or lay-offs of staff, possible school closings and lack of resources available.

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

These challenges can be addressed by promoting our district (school) through positive public relations and partnerships with the surrounding communities.

What are the challenges you noticed based on student attendance?

When students do not attend school regularly it effects their learning, level of achievement and sense of school community.

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

We monitor attendance regularly and steps are taken to address chronic absences. This includes phone calls, written communication and face to face meetings.

Student Achievement Data for All Students

This area includes data questions.

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

In our building (k-5), mathematics is the highest level of student achievement with reading a close second.

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

We are showing a positive trend in writing.

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

Our school is above state targets in Math, Reading, and Writing.

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

They attend school readily, they are daily readers -strong reading and writing skills, and involved in their child's achievement.

What factors or causes contributed to improved student achievement?

Focus on student empowerment, work with early intervention, support for students before, during and after school. PLC teams develop SMART goals to ensure student achievement.

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

We use pre and post assessments (formativeassessments) our students., use high yield strategies to foster student achievement and continually measure student achievement.

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

Science is by far the lowest level of student achievement.

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

Science shows a negative trend.

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

Science

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

Irregular student attendance, struggling readers, and ESL students.

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

Increase in state standards of proficiency.

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

The new cut scores on state assessments reflect a higher percentage of students below proficiency levels.

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

Staff is working in PLC groups, analyzing data and making improvement plans to address to student needs.

Subgroup Student Achievement

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

Response:

- Economically Disadvantaged
- None

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

Response:

- Economically Disadvantaged

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

Math, and Reading.

How do you know the achievement gap is closing?*

Determined by assessments, local and state.

What other data support the findings?

The data used in our school; this includes informal and formal assessments.

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

Teachers focus on struggling students, increased intervention support, booster clubs, PLC work and district writing initiative.

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

Our assessment data shows an increase in achievement.

What actions could be taken to continue this positive trend?

Continue to monitor and evaluate student assessments. Continue to provide support for struggling students.

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

Response:

- None

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

Response:

- English Language Learners (ELLs)
- None

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

reading

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

Through common local ,district and state assessments.

What other data support the findings?*

Elpa assessments within the district.

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

Dlminshing state funding

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

Programs have become limited and reduced.

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

Increased funding(staffing, materials, etc) for programming for these students.

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

The ELL students are performing at a lower level than the school aggregate.

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

Students are fully included in our school, they have the same opportunities as everyone else.

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

There is a process to determine strategies for the success of students by our multi-disciplinary team. In our school we call this the S3 process. Student strategies for success.

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

In our school we have before school booster clubs, after school tutorials, summer opportunities for learning.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	30.0

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

Parents are made aware of opportunities through written communication, phone calls, emails, and school and district newsletters.

Label	Question	Value
	What is the total FTE count of teachers in your school?	20.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	7.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	3.0

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Label	Question	Value
	How many teachers have been teaching 9-15 years?	4.0

Label	Question	Value
	How many teachers have been teaching >15 years?	5.0

What impact might this data have on student achievement?

Many of our newer teachers are ready to embrace any strategy that will support student achievement. Some of our veteran teachers are reluctant to implement change.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	32.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	139.0

What impact might this data have on student achievement?

The impact would be a decrease in student achievement.

Perception Data - Students

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

My students are very satisfied with their teachers.

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

Teaching and assessing for learning.

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

Resources and Support System

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

Resources and support system

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

An increase in bullying information through the media and other sources.

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

Increase anti-bullying lessons with students(olweus) combined with the Leader In Me.

Perception Data – Parents/Guardians

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

Purpose and Direction

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

Governance and Leadership

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

Resource and Support Systems

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

Resources and Support Systems

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

Increased awareness in bullying from media to the public
new state curriculum, state funding, MEAP cut-scores

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

Parent round tables, written communication, parent/staff open forums.

Perception Data – Teachers/Staff

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

Teaching and Assessing for Learning

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

Teaching and Assessing for Learning

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

Purpose and Direction

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

Purpose and Direction

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

There has been multiple changes in curriculum, reporting systems, evaluation systems at the district and state level.

Other

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

N/A

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

Our district has K-12 administrator meetings , Data team meetings, PLC allotted time within our weekly schedule which supports alignment in curriculum, instruction and assessment.

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

Approximately 80% of my staff are implementing the CCSS. It is evident in the reading and writing units of study. The teachers have had multiple professional development opportunities in math workshops to gain a greater understanding of CCSS.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Assurance	Response	Comment	Attachment
Literacy and math are tested annually in grades 1-5.	Yes	Literacy and math are tested through school and district assessments during each marking period.	

Assurance	Response	Comment	Attachment
Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.waterford.k12.mi.us/adams/	

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

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

Assurance	Response	Comment	Attachment
The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Assurance	Response	Comment	Attachment
The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Karen Pugh, Director of Human Resources 501 N. Cass Lake Rd Waterford, MI 48328 248 6828738	

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Assurance	Response	Comment	Attachment
The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No		

Assurance	Response	Comment	Attachment
The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Assurance	Response	Comment	Attachment
The School has additional information necessary to support your improvement plan (optional).	Yes	We work on SMART goals through the data team process and professional learning communities.	

Jayno Adams Elementary School

Overview

Plan Name

Jayno Adams Elementary School

Plan Description

2013-14 School Improvement Plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Jayno Adams Elementary School will become proficient readers.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
2	All students at Jayno Adams Elementary School will become proficient in math	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
3	All students at Jayno Adams Elementary School will become proficient in writing	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

Goal 1: All students at Jayno Adams Elementary School will become proficient readers.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in reading in English Language Arts by 03/03/2014 as measured by the DRA (developmental reading assessment) .

Strategy 1:

Determining Importance and Summarizing - Teachers will instruct students to develop skills in determining importance and summarizing.

Research Cited: Marzano's high yield strategies

Activity - Hierarchy of talk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the hieracrchy of talk to scaffold student independence in read aloud. Teachers will model and use the gradual release of responsibility model in read aloud to model deterring the most important ideas and summarizing in informational texts.	Implementation	06/02/2014	06/02/2014	\$0	No Funding Required	All staff including general education and special education.

Activity - Teachers will use close reading procedure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use close reading procedure to model for students how to determine important ideas and summarize text.	Implementation	11/05/2013	06/02/2014	\$0	No Funding Required	All teaching staff including general education and special education

Goal 2: All students at Jayno Adams Elementary School will become proficient in math

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency Students will increase math proficiency through direction instruction by 5% as measured by the district unit tests in Mathematics by 03/01/2014 as measured by district unit tests.

Strategy 1:

constructing viable arguments and critiquing the reasoning of others within mathematics - Teachers will launch math mini-lessons with an inquiry based investigation to provide opportunities and scaffold accountable talk based on mathematical skill/concept

Research Cited: Marzano "Generating and testing hypotheses"

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Activity - Inquiry- based investigations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will launch math mini lessons with an inquiry -based investigation to provide opportunities and scaffold accountable talk based on mathematical skill/concept.	Implementation	09/09/2013	05/01/2014	\$0	No Funding Required	All staff including general education and special education

Activity - Math journaling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model math journaling using precise vocabulary to explain mathematical concepts. Teachers will model how to analyze the reasoning of others by listening, asking open-ended questions, and comparing strategies and arguments.	Implementation	10/21/2013	06/02/2014	\$0	No Funding Required	All staff, general and special education

Goal 3: All students at Jayno Adams Elementary School will become proficient in writing

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in writing as measured by the District Writing Prompt by March 2014 in English Language Arts by 03/17/2014 as measured by District Writing Prompt.

Strategy 1:

district writing initiative - Teachers will instruct using the District Writing Initiative, which focuses on informational text, across all curricular areas.

Research Cited: Steve Graham, Teaching elementary school students to be effective writers: A practice guide (NCEE 2012-4058) Washington DC National Center for Education Evaluation and Regional Assistance Institute of Educational Sciences, Department of Education

Activity - Writing Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide instruction for expanding on ideas by adding relevant examples, evidence and explanations.	Implementation	09/09/2013	06/09/2014	\$0	No Funding Required	All staff general and special education staff included.

Activity - Building Writing Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During Building Writing Team meetings, teachers will share or find exemplar student papers to share with PLC teams to analyze data and plan instructional steps.	Implementation	10/07/2013	04/23/2014	\$0	No Funding Required	All staff; general and special education staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teachers will use close reading procedure	Teachers will use close reading procedure to model for students how to determine important ideas and summarize text.	Implementation	11/05/2013	06/02/2014	\$0	All teaching staff including general education and special education
Building Writing Teams	During Building Writing Team meetings, teachers will share or find exemplar student papers to share with PLC teams to analyze data and plan instructional steps.	Implementation	10/07/2013	04/23/2014	\$0	All staff; general and special education staff
Hierarchy of talk	Teachers will use the hieracrchy of talk to scaffold student independence in read aloud. Teachers will model and use the gradual release of responsibility model in read aloud to model deterring the most important ideas and summarizing in informational texts.	Implementation	06/02/2014	06/02/2014	\$0	All staff including general education and special education.
Writing Initiative	Teachers will provide instruction for expanding on ideas by adding relevant examples, evidence and explanations.	Implementation	09/09/2013	06/09/2014	\$0	All staff general and special education staff included.
Inquiry- based investigations	Teachers will launch math mini lessons with an inquiry - based investigation to provide opportunities and scaffold accountable talk based on mathematical skill/concept.	Implementation	09/09/2013	05/01/2014	\$0	All staff including general education and special education
Math journaling	Teachers will model math journaling using precise vocabulary to explain mathematical concepts. Teachers will model how to analyze the reasoning of others by listening, asking open-ended questions, and comparing strategies and arguments.	Implementation	10/21/2013	06/02/2014	\$0	All staff, general and special education
Total					\$0	