



School Improvement Plan

Stepanski Early Childhood Center

Waterford School District

Mrs. Cathy Force, Principal
6010 HATCHERY RD
WATERFORD, MI 48329-3140

TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information	7
Improvement Plan Stakeholder Involvement	
Introduction.....	9
Improvement Planning Process.....	10
School Data Analysis	
Introduction.....	12
Student Enrollment Data.....	13
Student Achievement Data for All Students.....	15
Subgroup Student Achievement.....	17
Perception Data - Students.....	21
Perception Data – Parents/Guardians.....	22
Perception Data – Teachers/Staff.....	23

Other..... 24

School Additional Requirements Diagnostic

Introduction..... 26

School Additional Requirements Diagnostic..... 27

Stepanski Early Childhood Center

Overview..... 30

Goals Summary..... 31

 Goal 1: All students will participate in some form of inclusion on a daily/weekly basis..... 32

 Goal 2: Stepanski students will improve their early literacy skills..... 32

Activity Summary by Funding Source..... 34

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 the school's 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 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?

There are approximately 600 students at Stepanski. We offer programs for children birth to age 5. Our programs include: Early Intervention, preschool, Head Start and GSRP (state funded preschool) We serve a large number of families living in poverty. We also have seen an increase in Hispanic families in our programs.

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 young children.

Vision: Inspire, Educate and Empower our students for their future.

Mission: We will ensure that all students successfully complete every course and every grade level and demonstrate proficiency on state and local assessments. We will eliminate gaps in student achievement in all demographic areas. We will provide challenging learning experiences for every student every day.

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.

National accreditation through NAEYC

Areas for improvement: Curriculum, Health, Physical Environment, Teacher training

Additional Information

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

We are the early childhood center that serves the Waterford School District. We have over 500 children total that will go on to Waterford elementary schools.

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.

Followed required NAEYC process which includes all stakeholder requirements.

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

Parents, teachers, ancillary staff, community members.

All were responsible for goals and plans to achieve accreditation.

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

PTA meetings, Newsletters, classroom parent letters, staff meetings, parent orientations and trainings. These are done weekly, monthly and yearly.

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?

When numbers of children entering preschool drop, staff are affected by this because we will not need as many teachers.

How do student enrollment trends affect staff recruitment?

If numbers of students are in a decline, we are not working to recruit early childhood teachers.

How do student enrollment trends affect budget?

If we have less children in our programs, we have less of a budget to work with.

How do student enrollment trends affect resource allocations?

Our resources are spread among all of our programs whether our numbers are low or not.

How do student enrollment trends affect facility planning and maintenance?

If our building is not full, we would not have those rooms on a maintenance schedule as regularly.

How do student enrollment trends affect parent/guardian involvement?

Our parents are very involved at this age...even if all of our programs are not full to capacity which is rare here.

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

We do more advertising when programs are not full. We are always in a professional learning mode.

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

We have seen a big increase in Hispanic families the past 3 years.

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

We have had specific training for staff about children with English as a learned language. We have also taught basic Spanish to staff.

What are the challenges you noticed based on student attendance?

No challenges at this time.

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

NA

Student Achievement Data for All Students

This area includes data questions.

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

NA We are a preschool building

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

NA

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

NA

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

NA

What factors or causes contributed to improved student achievement?

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

Subgroup Student Achievement

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

Response:

- Hispanic or Latino

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

Response:

- Economically Disadvantaged
- Students with Disabilities

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

Pre literacy skills, early math skills and inclusion practices.

How do you know the achievement gap is closing?*

Staff checklists, assessments and observations.

What other data support the findings?

Kindergarten entry checklists of skills,

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

Professional Development for staff, SMART goals and common assessments among staff.

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

Kindergarten entry skills are improving.

What actions could be taken to continue this positive trend?

Continue to use PLC model, SMART goals and assessments

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

Response:

- None

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

Response:

- None

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

NA

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

NA

What other data support the findings?*

NA

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

NA

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

NA

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

NA

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

NA

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.)?

Our child care accepts ALL students.

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

Testing by our team.

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

NA

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	0.0

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

NA- we are a preschool center

Label	Question	Value
	What is the total FTE count of teachers in your school?	17.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	3.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	14.0

School Improvement Plan

Stepanski Early Childhood Center

Label	Question	Value
	How many teachers have been teaching 9-15 years?	10.0

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

What impact might this data have on student achievement?

NA-we are a preschool center

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	10.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	20.0

What impact might this data have on student achievement?

none at this time

Perception Data - Students

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

NA-preschool center

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

NA

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

NA

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

NA

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

NA

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

NA

Perception Data – Parents/Guardians

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

Parents are very satisfied with our center and our programs.

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

Parents feel safe and nurtured here!

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

None at this time

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

None

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

NA

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

NA

Perception Data – Teachers/Staff

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

Staff are happy with the building and the PD they receive

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

None

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

None at this time

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

None at this time

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

NA

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.)

NA

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

PTA meetings and parent activity days

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

NA-preschool center

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.	No	NA	

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	www.waterford.k12.mi/stepanski	

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	NA	

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	NA	

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 48329 248-682-7800	

School Improvement Plan

Stepanski Early Childhood Center

Assurance	Response	Comment	Attachment
The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	NAEYC plan	

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

Assurance	Response	Comment	Attachment
The School has additional information necessary to support your improvement plan (optional).	Yes	Goals, Improvement plan, NAEYC report	

Stepanski Early Childhood Center

Overview

Plan Name

Stepanski Early Childhood Center

Plan Description

2013-2014 SIP

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 will participate in some form of inclusion on a daily/weekly basis	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$300000
2	Stepanski students will improve their early literacy skills	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$400000

Goal 1: All students will participate in some form of inclusion on a daily/weekly basis

Measurable Objective 1:

collaborate to have all students in the program participate in an inclusion model with special education students. by 06/13/2014 as measured by Observations, logs, IEP goals.

Strategy 1:

Comprehensive Inclusion Model - Staff will provide a comprehensive inclusion model for special education students. This support model will include interventions and modifications in blended classrooms. Staff will become more proficient at working with ASD students. Staff will create visual schedules. Staff will meet on a weekly basis during PLC time to create and plan interventions and activities.

Research Cited: MDE SPP Indicator #6 Blended practice research, NAEYC position paper

Activity - Comprehensive Inclusion Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and assistants will become more proficient in working with ASD students and visual schedules to support special education students in the blended general education classroom setting.	Professional Learning	08/26/2013	06/13/2014	\$300000	Special Education	Special Education teachers, gen ed teachers, classroom assistants and ancillary staff.

Goal 2: Stepanski students will improve their early literacy skills

Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency in early literacy skills in English Language Arts by 06/12/2014 as measured by Assessments in literacy: MLPP, Sulzby and COR notes.

Strategy 1:

Students will increase early literacy skill acquisition - Staff will provide a comprehensive support model for students who are at risk or not scoring in the proficient range on standardized assessments. (MLPP, Sulzby, COR)

Research Cited: NAEYC position papers, Richard Allington, Nell Duke

Activity - Comprehensive support Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Stepanski Early Childhood Center

Staff will provide to students who are not meeting expectation in early literacy skills additional suport in small group and one on one.	Direct Instruction	09/16/2013	06/12/2014	\$400000	General Fund	4.0 classroom teachers, 4.0 teaching assistants.
--	--------------------	------------	------------	----------	--------------	--

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Comprehensive support Model	Staff will provide to students who are not meeting expectation in early literacy skills additional support in small group and one on one.	Direct Instruction	09/16/2013	06/12/2014	\$400000	4.0 classroom teachers, 4.0 teaching assistants.
Total					\$400000	

Special Education

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Comprehensive Inclusion Model	Teachers and assistants will become more proficient in working with ASD students and visual schedules to support special education students in the blended general education classroom setting.	Professional Learning	08/26/2013	06/13/2014	\$300000	Special Education teachers, gen ed teachers, classroom assistants and ancillary staff.
Total					\$300000	