



School Improvement Plan

Ellen St. Campus

Fenton Area Public Schools

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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
Demographic Data.....	13
Process Data.....	15
Achievement/Outcome Data.....	17
Perception Data.....	21
Summary.....	24

School Additional Requirements Diagnostic

Introduction	26
School Additional Requirements Diagnostic	27

2016-2017 Ellen Street Goals

Overview	30
Goals Summary	31
Goal 1: All Young 5's students at Ellen Street Campus will become proficient in letter identification.....	32
Activity Summary by Funding Source	33

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?

Ellen Street Campus is an early childhood center housing Young 5's, ECSE, and ECSE with K/1 students, tuition based preschool, GSRP, parent child learning opportunities, before and after school childcare for all schools in the district.

The building average over 500 students a week from birth on up entering our doors. In terms of school-age programs, we have approximately 70 Young 5's and 45 ECSE students, along with 72 GSRP students.

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.

The staff of the Fenton Area Public Schools World of Wonder Ellen Street Campus is committed to providing a high quality program for children and their families. We believe it is the responsibility of a well-trained and knowledgeable staff to provide a developmentally appropriate program that recognizes individual differences in children. We recognize children entering our programs are from a wide variety of backgrounds and at many different stages of development. Our program is designed to enhance the cognitive, physical, social, and creative skills of each child. We strives to provide a safe, nurturing, and stimulating environment where children can satisfy their own natural curiosity and discovery joy and wonder through exploration.

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.

Ellen Street Campus is in a partnership with other schools and universities and have developed a working/learning community on the Reggio Emilio philosophy. The Ellen Street staff and director are visionary and respected for the work that they are doing, as well as bringing to the state of Michigan.

Every staff member completed a research project last year based upon an inquiry they designed to improve their own practice.

Additional Information

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

N/A

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.

Each classroom is requested to have at least one parent representative to serve on the building's parent teacher organization, which also serves as the building's advisory. Each representative then reports out to the remaining classroom parents and gathers input.

In the spring, an annual advisory meeting occurs with the intent to review goals and the results of the parent program surveys.

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

At minimum, one parent representative per classroom is participates.

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

The final improvement plan is communicated at the annual spring meeting and reminders are given throughout the year.

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 and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

The top challenges we have encountered are discrepancies in enrollment numbers which we believe can be attributed to birth rates, state change of kindergarten entry date legislation, and lack of full funding for half-day programs, along with a district decision to raise the student classroom cap on classroom size from 18 to 24+.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Given this is an early childhood center, we struggle with parent perception that young 5's is still preschool resulting in parents believing that regular attendance may not be necessary. There is also an issue with tardiness with parents not making it a priority to bring students to school on time.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

We are fortunate to not have had student behavior challenges as indicated by the stated data examples; however, we are seeing more atypical behaviors for this young of child. This is also more problematic with larger class sizes and 1 to 24 teacher to student ratio.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Continue to monitor and analyze to look for disparities, lower class sizes and provide more training and professional development on strategies to deal with challenging/atypical behaviors are actions that will address our student demographic data.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The building has both veteran teachers with over 10 years as well as teachers with less than five. The director has over 30 years of experience in early childhood. The impact that this has on the building is positive in that there is a nice mix of experiences which form a great team.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The variety provides a nice mix of which results in collegial and collaborative discussion, ideas, strategies, and willingness to do what is in the best interest of kids.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The school leader rarely takes a sick day; however, the director is actively involved in state and county committees which we believe the benefits of that outweigh the impact of her absence.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Teacher absence is minimal and does not impact student learning.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

No identified challenges

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

This is the second year our building has been required to complete the SSR. We will provide greater detail on strengths in future years as we are still working through the process which was unexpected for us to complete.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

This is the second year our building has been required to complete the SSR. We will provide greater detail on challenges in future years as we are still working through the process which was unexpected for us to complete.

12. How might these challenges impact student achievement?

This is the second year our building has been required to complete the SSR. We will provide greater detail on strengths and weaknesses in future years as we are still working through the process which was unexpected for us to complete.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Careful review of data, parent comments, and the EdYEs! report will assist us in developing a strong, cohesive vision for the school.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Interventions are provided through 31a and special education services which both address student weaknesses.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Extended learning opportunities are available for all students. The building hosts a math and science night, family game night, writing pizza, pens and paper night, curriculum night with provocations for learning materials, Light up the Night light explorations/STEM, as well as soccer and strings musical program.

6. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Given the size of the building, all students are invited to participate.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

The Young 5's teachers reviewed Kindergarten Common Core State Standards and GLCE's to determine the appropriate standards, scope and sequence and unit/lesson development. In addition, Young 5's teachers annually meet to discuss transition plans which include reflection on curriculum alignment.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

We have not used MIPHY

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Building and teacher goals measuring reading effectiveness are used to monitor letter id, sound identification, and early reading strategies

19b. Reading- Challenges

Building and teacher goals are used to measure letter id, concepts about print and early reading strategies. A high quality retelling assessment is being researched, along with strategies for stronger oral language skills.

19c. Reading- Trends

Trends indicate students are meeting the district identified Young 5's outcomes.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

A reading goal with clear measurements including retelling, use of wordless books, comprehension strategies and oral language skills will be incorporated.

20a. Writing- Strengths

Beginning writing strategies are incorporated and strengths.

20b. Writing- Challenges

Students are Young 5's and despite the challenges, many staff have been trained by Matt Glover and Katie Wood Ray on successful early writing strategies and the teachers took part in a book study on writing.

20c. Writing- Trends

Trends indicate students are meeting district expectation.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

A writing goal will be incorporated into our reading goal in terms of letter and sound identification.

21a. Math- Strengths

Teachers provide students with many opportunities for hands-on manipulates that support development of understanding in number concept, patterning, ordering, counting, writing numbers, etc.

21b. Math- Challenges

Differentiation for the various levels of math and fine motor skills can be a challenge.

21c. Math- Trends

Trends indicate students are meeting district expectations

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

80% of students will score 75% or higher on all possible points of math assessment rubrics for Young 5's.

22a. Science- Strengths

Inquiry based philosophy of the entire building puts an emphasis and opportunities to engage with living and physical science elements.

22b. Science- Challenges

n/a

2c. Science- Trends

n/a

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

No need to have a goal in this area

23a. Social Studies- Strengths

A great deal of focus is on individuality, learning about others, the environment they live in and the world around them, along with emphasis on building and interacting with community and supporting foundations for democracy.

23b. Social Studies- Challenges

n/a

23c. Social Studies- Trends

n/a

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

No need for a goal at this time

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

Given the students are five, they find joy in the engaging activities we provide.

24b. Student Perception Data

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

Given they are five, we have not uncovered a lowest level of satisfaction.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

n/a

25a. Parent/Guardian Perception Data

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

Based on survey results, parents have the highest level of satisfaction with our environment used to stimulate learning and project based inquiry.

25b. Parent/Guardian Perception Data

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

The lowest level of parent satisfaction relates to parking and drop-off/pick up problems. Our building also provides free breakfast which parents who provide their own child breakfast may not appreciate.

5c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Given the concern of breakfast, we are going to start a walking club for those students who have already eaten. We have attempted to address parking in a variety of ways and will continue to communicate with parents as additional staff to assist is not an option.

26a. Teacher/Staff Perception Data

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

Teachers pride themselves with weekly collaboration one lunch period a week.

26b. Teacher/Staff Perception Data

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

Given the small size of our building, it is not feasible to provide teachers with common planning time outside of subs. This causes a level of dissatisfaction as compared to the other buildings. High class sizes are a cause for concern and have effected teachers' ability to provide planned interventions/initiatives/lessons.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Continue to provide sub time and encourage volunteers, including parents, grandparents, middle school and high school students.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

The community is very impressed with the Reggio Emilio inspired approach being used in the building, as well as the parent learning opportunities.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

There are still community members who are unaware of the purpose of our building.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Continue to communicate with stakeholders

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data—demographic, process, achievement/outcomes and perception.

Students are performing at the desired level designated by the district. The building is a warm, welcoming building full of vibrancy.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Challenges in lack of understanding of our early childhood center may result in less impact later on down the road and missed opportunities to educate our community's youngest students.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The challenges will be addressed in our School Improvement Goals.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	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.	No	Hasn't applied until this year. Only serve Kindergarten and previously was not considered a school but a satellite of one of our buildings instead.	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A Only serve Kindergarten	

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Dr. Douglas Busch, Interim Superintendent Fenton Area Public Schools 3100 Owen Road Fenton, MI 48430 810-591-4700	

School Improvement PlanEllen St. Campus

Label	Assurance	Response	Comment	Attachment
7.	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		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		

2016-2017 Ellen Street Goals

Overview

Plan Name

2016-2017 Ellen Street Goals

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Young 5's students at Ellen Street Campus will become proficient in letter identification.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All Young 5's students at Ellen Street Campus will become proficient in letter identification.

Measurable Objective 1:

80% of Pre-K grade students will demonstrate a proficiency of 75% of identification of both capital and lower case letters. in English Language Arts by 06/10/2016 as measured by MLPP Letter Identification.

Strategy 1:

Student Interests - Rather than a letter of the week teaching perspective, teachers work to incorporate the interests and curiosity of the young learners with the understanding of letter identification and writing.

Category:

Research Cited: Reggio Emilio inspired community, Glove, Wood-Ray

Tier: Tier 1

Activity - Monitor letter identification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quarterly Monitor student letter id, teachers' skills in teaching, and other identified factors as they occur.	Academic Support Program	Tier 1	Monitor	09/07/2015	06/10/2016	\$0	No Funding Required	Linda Mora, Early Childhood Director

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor letter identification	Quarterly Monitor student letter id, teachers' skills in teaching, and other identified factors as they occur.	Academic Support Program	Tier 1	Monitor	09/07/2015	06/10/2016	\$0	Linda Mora, Early Childhood Director