

**SCHOOL DISTRICT OF UNIVERSITY CITY
JACKSON PARK ELEMENTARY
SCHOOL IMPROVEMENT PLAN**

2011-2012 SY



Joylynn Pruitt, Superintendent
Elliott Shostak, Principal

SCHOOL DISTRICT OF UNIVERSITY CITY MISSION: The School District of University City is committed to academic excellence for all students. We will educate and graduate students who have mastered a comprehensive body of knowledge, developed critical thinking skills, value creativity, respect diversity and make responsible life choices.

MISSION, VISION, GOALS & VALUES

A. Provide your school-wide mission statement that clearly articulates why your school functions to exist, the work you do as a whole and the nature of your work.

Jackson Park Elementary School: Inspiring lifelong learning.

B. Provide your school-wide vision that clearly articulates what your school hopes to become as well as what your school must become in the future to accomplish its purpose.

- Provide a safe and positive learning environment
- Meet or exceed local, state and national standards in a rigorous, student centered, technology enriched learning community.
- Build strong alliances with community stakeholders.
- Accept and embrace diversity and insist upon respect for all.
- Instill pride in students, staff, community, and alumni.

C. Provide your school-wide goals as steps in which you are taking to mark the school's progress, also clearly articulate how the goals are monitored.

- We will provide a safe learning environment.
 - PBIS data (office referrals and parent communication notes) will be examined monthly and strategies implemented to reduce behavioral issues that students' sense of safety and ability to learn.
- Meet or exceed local, state and national standards in a rigorous, student centered, technology enriched learning community.
 - Grade level teams are meeting collaboratively to analyze assessments and design instructional responses to meet the needs of the students.
- Build strong alliances with community stakeholders.

- Accept and embrace diversity and insist upon respect for all.
- Instill pride in students, staff, community, and alumni.
 - Recognize students every five weeks for academic achievement, academic effort, and outstanding citizenship.
 - Encourage continued stakeholder involvement on school communities and volunteer opportunities.

D. Provide your school-wide values that articulate how the school is changing its behavior in order to achieve the school’s vision.

We believe that everyone has the right to feel safe at school. We understand that safety produces a sense of belonging, which will positively impact learning capacity and successful academic performance.

We believe that everyone is capable of high achievement and that the pathway is not the same for every child. Therefore, we produce a vast menu of experiences to ensure that each child is able to “get on board”.

We believe that proper communication is essential for advancement. We need everyone “on board” and will utilize various strategies to share what is going on at Jackson Park with all stakeholders.

BUILDING LEADERSHIP TEAM MEMBERS

A. List, by name and title, all members of the Building Leadership Team (this should include: building administrators, classroom teachers, support teachers, parents who are not school employees and community members).

Name	Title/Position
Elliott Shostak	Principal
Monique Hite	Kindergarten teacher
Heidi Stuart	1st grade teacher
Chandra Rogers	2nd grade teacher
Christine Whitehead	3rd grade teacher
Ellen Hoorman	4th grade teacher
Linda Brown	5th grade teacher
Lynette McKinney	Counselor
Patricia Chandler	School Nurse

Lyndlee Mabry	GATE
Margaret Holly	SSD
Rose Schulte	SSD
Nikki Scheele	Parent

B. Insert record of Building Leadership Team meetings here. Include dates and times of meetings.

September 21, 2011 4:00 p.m.
October 5, 2011 4:00 p.m.
October 19, 2011 4:00 p.m.
November 2, 2011 4:00 p.m.
November 16, 2011 4:00 p.m.
November 30, 2011 4:00 p.m.
December 14, 2011 4:00 p.m.
January 11, 2012 4:00 p.m.
January 25, 2012 4:00 p.m.
February 8, 2012 4:00 p.m.
February 22, 2012 4:00 p.m.
March 14, 2012 4:00 p.m.
March 28, 2012 4:00 p.m.
April 11, 2012 4:00 p.m.
April 25, 2012 4:00 p.m.
May 9, 2012 4:00 p.m.
May 23, 2012 4:00 p.m.

MAP DATA BY SUBGROUP

A. List the school's performance on the MAP AYP report.
 MAP AYP Performance Data by Subgroup (Jackson Park)

Performance Goal (Indicator)	Subgroups	Proficient/Advanced	Previous Year's Goals	Goal Met/Not Met
Math	Black	41.7	43.3	Met (SC)
	White	78.9	83.4	Met
	IEP	23.8	25.0	Not a subgroup
	LEP	33.3	77.5	Not a subgroup
	FRL	35.6	39.6	Met (SC)
	Total	49.7	53.0	Met (SC)

MAP AYP Performance Data by Subgroup (Jackson Park)

Performance Goal (Indicator)	Subgroups	Proficient/Advanced	Previous Year's Goals	Goal Met/Not Met
Communication Arts	Black	44.2	41.3	Met (S)
	White	76.3	90.6	Met
	IEP	28.6	21.3	Not a subgroup
	LEP	0.00	77.5	Not a subgroup
	FRL	43.8	40.8	Met (S)
	Total	50.3	53.0	Met (SC)

MAP AYP Performance Data by Subgroup
(Nathaniel Hawthorne)

Performance Goal (Indicator)	Subgroups	Proficient/Advanced	Previous Year's Goals	Goal Met/Not Met
Math	Black	34.8	56.4	Not Met
	White	100.0	100.0	Not a subgroup
	IEP	66.7	76.3	Not a subgroup
	LEP	42.9	88.8	Not a subgroup
	FRL	29.1	56.1	Not Met
	Total	36.5	60.31	Not Met

MAP AYP Performance Data by Subgroup
(Nathaniel Hawthorne)

Performance Goal (Indicator)	Subgroups	Proficient/Advanced	Previous Year's Goals	Goal Met/Not Met
Communication Arts	Black	39.0	52.1	Not Met
	White	100.0	100.0	Not a subgroup
	IEP	66.7	57.3	Not a subgroup
	LEP	35.7	66.3	Not a subgroup
	FRL	33.3	47.5	Not Met
	Total	40.3	55.0	Not Met

PROGRAM OBJECTIVES, STRATEGIES AND ACTION STEPS

B. Describe how the schoolwide instructional programs/strategies/interventions complement the District Comprehensive School Improvement Plan (CSIP/CSIP Focus).

The building school improvement plan is aligned to the District Comprehensive School Improvement Plan and the overarching goals of student performance, teacher quality, facilities, support and instructional resources, parent-community involvement and governance.

C. List four measurable academic objectives that include both mathematics and communication arts and the strategies and structures that you will create to achieve these objectives. Your objectives should be aligned with the Instructional Core outlined in the CSIP Focus: essential learning, formative, assessment, student engagement, and instructional leadership. As you and your team respond to this question consider “How will these strategies help us change the level of work to raise the level of challenge for our students?”

1. Mathematics Objective:

Students in grades 3-5 will at a minimum increase the MPI from **758.1 to 761.1**. In order to accomplish this objective the following will be met:

We will reduce the number of students scoring below basic by a minimum of one percent (7.8%). We will reduce the number of students scoring basic by a minimum of one percent (40.9%). We will increase the number of students scoring proficient by a minimum of one percent (32.6%). We will increase the number of students scoring advanced by a minimum of one percent (18.6%).

School Year	Baseline	Progress	Target	Target Met
2009-2010	B=26.2, FRL=22.6, W=87.1, T=39.8	B=37, FRL=32.9, W=81.6, T=47.8	B=33.6, FRL=30.3, W=88.4, T=45.8	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2010-2011	B=37, FRL=32.9, W=81.6, T=47.8	B=41.6, FRL=35.6 W=78.9, T=49.7	B=43.3, FRL=39.6, W=83.4, T=53.02	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
School Year	Baseline	Progress	Target	Target Met
2011-2012	49.7		51.2 (104)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A

Strategy 1: Teachers will have students formulate questions that can be addressed with data and collect, organize and display relevant data.

Action Steps	Check-In Date	Completion Date
1. At each grade level teachers will agree on learning objectives for formulating questions that can be addressed by collecting, organizing, and displaying relevant data.	October 5, 2011	May 2012
2. Grade level teams will create common, consistent scoring guides for each assessment.	October 5, 2011	May 2012
3. Teachers will score students using the common scoring guide in collaboration once a month.	October 5, 2011	May 2012
4. Teachers at each grade level will create common instructional responses based on the assessment data.	October 18, 2011	May 2012

Strategy 2: Across all grade levels students will use problem solving logs to describe and represent strategies used to do computation and to arrive at solutions.

Action Steps	Check-In Date	Completion Date
1. At each grade level teachers will agree on learning objectives for problem solving log to describe and represent strategies used to do computation and to arrive at solutions.	October 5, 2011	May 2012
2. Grade level teams will create common, consistent scoring guides for each assessment.	October 5, 2011	May 2012
3. Teachers will score students using the common scoring guide in collaboration once a month.	October 5, 2011	May 2012
4. Teachers at each grade level will create common instructional responses based on the assessment data.	October 17, 2011	May 2012

2. Communication Arts Objective:

Students in grades 3-5 will at a minimum increase the **MPI from 764.7 to 767.7**. In order to accomplish this objective, the following will be met:

We will reduce the number of students scoring below basic by a minimum of one percent (8.6%). We will reduce the number of students scoring basic by a minimum of one percent (38.7%). We will increase the number of students scoring proficient by a minimum of two percent (29.2%). At a minimum we will maintain the number of students scoring advanced (23.5%).

School Year	Baseline	Progress	Target	Target Met
2009-2010	B=28.2, FRL=25.8, W=93.5, T=41.9	B=34.8, FRL=34.2, W=98.5, T=47.8	B=35.4, FRL=33.2, W=94.2, T=47.7	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A *3 of 4 subgroups met target*
2010-2011	B=34.8, FRL=34.2, W=98.5, T=47.8	B=44.2, FRL=43.8 W=76.3, T=50.3	B=41.3, FRL=40.8, W=90.6, T=53	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

School Year	Baseline	Progress	Target	Target Met
2011-2012	50.3		52.7 (107)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A

Strategy 1:		
Teachers will have students demonstrate comprehension by reflecting on what they read in writing.		
Action Steps	Check-In Date	Completion Date
1. At each grade level teachers will agree on learning objectives for writing about use of post reading strategies to demonstrate comprehension.	October 17, 2011	May 2012
2. Grade level teams will create common, consistent scoring guides for each assessment.	October 17, 2011	May 2012
3. Teachers will score students using the common scoring guide in collaboration once a month.	October 17, 2011	May 2012
4. Teachers at each grade level will create common instructional responses based on the assessment data.	October 17, 2011	May 2012

Strategy 2: Teachers will monitor and intervene to improve students' use of post reading strategies in independent reading.		
Action Steps	Check-In Date	Completion Date
1. Teachers will complete a minimum of 1 Independent Daily Reading (IDR) conference form per unit	November 1, 2011	May 2012
2. Teachers will require students to write in reading response log a minimum of 1 time per week.	October 17, 2011	May 2012
3. Teachers will agree on acceptable evidence, scoring guide, instructional response during grade level collaborations.	October 17, 2011	May 2012

3. Reading Proficiency Objective:

Increase the percentage of students reaching grade level proficiency in reading in grades 1-5 from 56% to 75%.

School Year	Baseline	Progress	Target	Target Met
2010-2011	54% (138)	75% (185)	70% (179)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

School Year	Baseline	Progress	Target	Target Met
2011 -2012	56% (181)		75% (244)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Strategy 1: Create a school-wide system for monitoring students below grade level proficiency in reading.		
Action Steps	Check-In Date	Completion Date
1. Create an assessment wall including students below reading proficiency.	November 1, 2011	May 2012
2. Provide ongoing PD in how to take and analyze running records and anecdotal records.	October 28, 2011	May 2012
3. Teachers will use collaboration to analyze running records and record student progress on the assessment wall.	November 1, 2011	May 2012
4. Instructional response will include strategy instruction, fix-up strategies, cueing systems during read alouds, shared reading, guided reading, and independent reading.	November 15, 2011	May 2012

Strategy 2: Increase the amount of daily independent reading assessment		
Action Steps	Check-In Date	Completion Date
1. Teachers will complete a minimum of one IDR conference form per unit for students reading below grade level proficiency.	November 15, 2011	May 2012
2. Instructional response will focus on the use of reading response journal, writing prompts, exit slips, formative assessment through read alouds, shared reading, guided reading, and independent reading.	October 15, 2011	May 2012

Science Objective: (Critical Issue #2)

Increase the percentage of students scoring proficient on 5th grade science section of the 2011 MAP test to 35%

School Year	Baseline	Progress	Target	Target Met
2010-2011	18% (7)	25.6% (11)	30% (13)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A

School Year	Baseline	Progress	Target	Target Met
2011-2012	18.9% (15)		35% (25)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A

Strategy 1: Teachers will have students use visual representation to organize data, recognize patterns and communicate information.		
Action Steps	Check-In Date	Completion Date
1. Grade level teachers will agree on acceptable evidence, scoring guides and instructional responses.	November 15, 2011	May 2012
2. Grade level teachers will create common consistent reusable scoring guides.	November 15, 2011	May 2012
3. Teachers will score students using common scoring guides once every 3 weeks.	November 15, 2011	May 2012

Strategy 2: Teachers will have students describe problem solving process including testable question, hypothesis, experiment, data and communication.		
Action Steps	Check-In Date	Completion Date
1. Grade level teachers will agree on acceptable evidence, scoring guides and instructional responses.	November 15, 2011	May 2012
2. Grade level teachers will create common consistent reusable scoring guides.	November 15, 2011	May 2012
3. Teachers will score students using common scoring guides once every 3 weeks.	November 15, 2011	May 2012

CRITICAL ISSUES

Critical Issue 1: PBIS

Reduce the number of office referrals by 15% from ninety-eight to eighty-three.

School Year	Baseline	Progress	Target	Target Met
2010-2011	166	98	132	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2011-2012	98		83	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A

Strategy 1:

Teachers have class meetings (at least once a week) to improve and address social issues.

Action Steps	Check-In Date	Completion Date
1. Classroom teachers record results or findings from weekly meetings	November 1, 2011	May 2012
2. Teachers will share topics and information from meetings at monthly PBIS meeting.	November 1, 2011	May 2012
3. Teachers will break into groups of common concerns and brainstorm strategies.	December 1, 2011	May 2012
4. Revisit and reflect on effectiveness of implementations at next meeting.	January 4, 2012	May 2012

Strategy 2:

Teachers will involve students in goal setting (academic or behavioral).

Action Steps	Check-In Date	Completion Date
1. Students will identify concerns (behavioral or academic) during class time.	November 1, 2011	May 2012
2. Teachers will prioritize concerns	November 15, 2011	May 2012
3. Brainstorm goals to address concerns.	November 28, 2011	May 2012
4. Monitor progress of goal(s) and adjust as needed.	December 15, 2011	May 2012

PROFESSIONAL DEVELOPMENT—Insert PD Planning Format here

High quality professional development is ongoing and sustained throughout the school year. Effective teacher professional development is a set of activities that produce a demonstrable and measurable effect on student academic achievement. Any professional development activity must be aligned to the School Improvement Plan which is grounded in the CSIP. One-day and short-term workshops and conferences that stand alone are not recognized as high quality professional development.

Academic School Improvement Goals:	Instructional Core Focus: What area of the Instructional Core will support our work towards our goals?	Evidence: How will we measure the impact of the professional development on the classroom (i.e. Pre and Post Data such as: Walk-through Data, Edison Data, Assessment Data, Collaboration Data)
<p>1. Mathematics Students in grades 3-5 will at a minimum increase the MPI from 758.1 to 761.1. In order to accomplish this objective the following will be met: We will reduce the number of students scoring below basic by a minimum of one percent (7.8%). We will reduce the number of students scoring basic by a minimum of one percent (40.9%). We will increase the number of students scoring proficient by a minimum of one percent (32.6%). We will increase the number of students scoring advanced by a minimum of one percent (18.6%).</p>	Assessment for Learning	Edison Benchmark Data Collaboration Data and Goal results Common Assessment (pre, post, formative) Data
<p>2. Communication Arts Students in grades 3-5 will at a minimum increase the MPI from 764.7 to 767.7. In order to accomplish this objective, the following will be met: We will reduce the number of students scoring below</p>		

<p>basic by a minimum of one percent (8.6%). We will reduce the number of students scoring basic by a minimum of one percent (38.7%). We will increase the number of students scoring proficient by a minimum of two percent (29.2%). At a minimum we will maintain the number of students scoring advanced (23.5%).</p>		
<p>3. Increase the percentage of students scoring proficient on 5th grade science section of the 2012 MAP test to 35%.</p>		

Instructional Core PD Focus Area: Assessment for Learning

Date	Time	PD Type	Activity
8/23/2011	AM PD	Building PD	MAP Data Analysis/ELO Planning
	PM PD	Building PD	Reading Response Journals/Independent Reading Assessments
9/27/2011	ERD	Building PD	Math Journals
10/28/2011	AM PD (PM Records)	Instructional Core PD	Assessment for Learning
12/22/2011	ERD	Building PD	Science Journals/Logs
1/13/2012	AM PD	Instructional Core PD	Assessment for Learning
	PM PD	Instructional Core PD	Assessment for Learning
2/17/2012	AM PD	Instructional Core PD	Assessment for Learning
	PM PD	Instructional Core PD	Assessment for Learning
3/16/2012	AM PD (PM Records?)	Building PD	TBD (based on need)
4/27/2012	ERD	Instructional Core PD	Assessment for Learning

Instructional Core PD – Your school/group can choose to participate in one of the ongoing PD Strands options offered by the district or your building is responsible for providing PD on the Instructional Core. If you choose a district PD Strand, you are committing to all four dates below. District Instructional Core PD – 10/28/11 ERD, 1/13/12, 2/17/12, 4/27/12 ERD

Monday Meeting Schedule

Date	Focus (i.e. PBIS, Staff meeting, Committee meeting, Collaboration, Additional PD)
1 st Monday of month	Staff Meeting
2 nd Monday of month	PBIS
3 rd Monday of month	Staff Meeting
4 th Monday of month	PLC
5 th Monday of month	Staff Meeting

PARENT INVOLVEMENT

Describe the activities to be used to increase parent and family involvement as part of this school improvement plan. The following three areas must be addressed: 1) Communication, 2) Shared responsibility for high student performance, 3) Building parents capacity for involvement in school.

A. Describe the strategies that will be used to partner with parents including events that actively link parents to learning.

School Year	Baseline	Progress	Target	Target Met
2010-2011 Math Night	54	59	57	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2011-2012 Math Night	59		100 (factoring number of new students from merger)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Parent Involvement Objective:

Attain 25% parent participation at building level Math Night and Make It and Take It Night.

Strategy 1:

To enhance opportunities for parents/families to learn ways they can support their children's educational progress at home. Families are invited to spend an evening with teachers to learn various math strategies and play games.

Action Steps	Check-In Date	Completion Date
1. Determine what can be purchased to ensure that everyone has something to take home with them as a resource.	September 20, 2011	October 17, 2011
2. Teachers at each grade level create math activities and strategies for families to do together that evening and activities that can be done at home.	October 24, 2011	November 8, 2011
3. Create flyers, write up a paragraph for the Monday Memo, and posters to advertise the event.	October 17, 2011	October 24, 2011

Strategy 2: To enhance opportunities for parents/families to learn ways they can support their children's' educational progress at home. Families are invited to spend evening learning cross-curricular educational activities. Students and families participate in a literacy activity and are given an activity and book to take home.

Action Steps	Check-In Date	Completion Date
1. Send donation letters to community retail stores and organizations asking for items to raffle off to our students and staff.	February 1, 2012	April 1, 2012
2. Teachers at each grade level create reading activities and strategies for families to do together that evening and activities that can be done at home.	March 11, 2012	April 19, 2012
3. Create flyers, write up a paragraph for the Monday Memo, and posters to advertise the event.	April 1, 2012	April 26, 2012

B. Discuss how student assessment results will be reported in a language and format that parents can understand as required by the provisions of NCLB.

Student assessment results are summarized and sent home in a letter to all families at the beginning of the school year. Student reports from the testing companies are explained during parent/teacher conferences. Principal is also available to answer any questions parents might have.

PERSISTENCE TO GRADUATION/GRADE LEVEL TRANSITION

Students entering the School District of University City as early as prekindergarten have a predetermined destination for graduation upon entering the educational system. It is the District's responsibility to take measures to assist every student on their journey toward graduation.

Describe the strategies, structures and procedures your school takes in order to ensure graduation of each student at the grade levels in which your school services.

We know the current working level of each child in our school. Building on each child's strength and addressing each child's deficit area is an ongoing progress. Teachers collaborate at and across grade levels to best meet the needs of each student and prepare them for the next level. Teacher collaboration regularly takes place centering on examining student work to identify student needs. School counselor works with students in the classroom presenting lessons on career choices. Jackson Park students participate in the Junior Achievement Program.

Describe the strategies, structures and procedures you school takes in order to ensure the transition of students from individual grades as well as grade spans (Pre K-K, 5-6, 8-9, 12-Post Graduation).

- Fired Up For Kindergarten (Fall and Spring)
- Invite children from ECC and Preschools to spend time at JP (lunch, observe classroom, etc.)
- Kindergarten teachers visit ECC and Preschools
- Provide registration packets for 5th grade parents at spring Parent-Teacher Conferences
- BWMS counselor to visit elementary schools to give course selection information

- Transition meeting to be held at BWMS with elementary school counselors and 6th grade counselors to ensure appropriate placement in classes and teams (March)
- Various forms of communication occur to ensure parents reenroll students

RESPONSE TO INTERVENTION

Each school must take responsibility for all students academically, socially and emotionally. In doing so, each school is to integrate assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.

A. What structures have been created this school year to support prevention of academic and behavioral failures? How will the structures be monitored and evaluated?

Weekly Grade Level Collaborations

- Attended and monitored by principal and evaluated through the use of data board and student achievement data (common assessments and Edison Learning)

After School Tutoring (grades 3, 4, 5)

- Monitored and evaluated through the use of reading assessment data (running records, anecdotal records, reading response journals)
- Monitored and evaluated through the use of reading assessment data (running records, anecdotal records, reading response journals)

Check and Connect

- Monitored by the PBIS committee and evaluated through office referral and parent communication note data

B. Describe how teachers will be involved in using data for making instructional decisions to improve individual student achievement and the overall instructional program.

Grade Level Collaborations

Common Assessments (formative and summative)

Instructional Response

Edison Benchmark Assessment

Reading Proficiency Assessment Wall

C. How will the school know if the needs of ALL students (struggling and advanced) are being met? List the types of monitoring and evaluation tools that will be used periodically through the year to assist the school in knowing that the needs of ALL students are being supported.

Edison Benchmark Assessment

Common Assessments (formative and summative)