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EAST JACKSON COMMUNITY SCHOOLS
OFFICE OF THE SUPERINTENDENT

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-2018 educational progress for the East Jackson Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Heather Jacobs, Principal, for assistance.

The AER is available for you to review electronically by visiting a website or you may review a copy in the principal's office at your child's school. The AER/Combined Report is available for you at: <http://bit.ly/2I2dNUo>.

For the 2017-18 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Our school was not given one of these labels.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

At East Jackson Elementary, as any other school, there are challenges for our building to address. One challenge is to get more parent and community involvement at our school to help support our efforts. We desire more involvement especially at events such as Open House and Conferences. Another is that our standardized test scores reflect that we need a steady increase in the number of students considered to be proficient. We have approximately 16% of our students qualifying for special education services, 83% identified as economically disadvantaged, and also 94% of our students meet "At-Risk" criteria. As a result, we work diligently to meet the specific needs of each of these subgroups of our enrolled students and their families.

While there are challenges, we also have some initiatives in place to help accelerate student achievement and to close the gaps in learning. For example, we are will be in our sixth year as a Title I Schoolwide building which enables us to have some opportunities that we did not have as a Targeted-Assistance building. For example, all K-5 students

had access to tutoring during our afternoon recess daily to work on gaps in achievement and to extend learning time. With our implementation of Northwest Evaluation Association (NWEA) testing in reading and math, we are not only preparing our students for other on-line assessments, but also are gathering information that allows us to adapt our instruction to better meet student needs. Another initiative that we continue to develop and implement is the change in the way we evaluate our teachers and administrators. This evaluation process lends itself to establishing individualized goals related to student growth and the development of professional skills. Also, more classroom observations are completed along with the collection and use of data. As a result of having more frequent and meaningful professional dialog, we are becoming educators even more focused on individual areas of strength and areas for growth. During the 2015-2016 school year, we moved to the 5 Dimensions of Teaching and Learning for teacher evaluation.

We have two certified teachers as “literacy coaches” whose goal is to improve remedial instruction to our students. Another exciting major change for our district is that through the passage of a bond in May of 2014, we are now in our third year being together in the renovated former middle school building now known as East Jackson Elementary.

MISSION STATEMENT

The staff at East Jackson Elementary, in partnership with parents and community members, is committed to developing the skills of each student, ensuring that the students will become confident, self-motivated, life-long learners who will have a positive impact on society.

ASSIGNMENT OF STUDENTS

East Jackson Elementary includes kindergarten through 6th grades. The student needs, teacher recommendations, and parent requests have been considered during the class assignment process. Each spring, teachers complete class placement forms which include the students’ reading and math scores along with attendance, medical, and behavioral patterns to be considered during the class assignment process. Also, our special education students have been assigned to classes to facilitate team-teaching. These considerations were the same for the 2016-2017 and 2017-2018 school year’s class assignments in the previous elementary buildings.

SCHOOL IMPROVEMENT PLAN

During the 2016-2016 and 2017-2018 school years, we implemented many strategies in two academic areas that supported our school improvement action plan. With recent revisions to our school improvement plan, we expect even more progress will become evident in 2018-2019

1. For ELA, we focused on both reading and writing. All students will improve their reading skills as measured using NWEA RIT scores, which is a computerized an assessment given three times during the school year. Writing across the content areas was also a focus area. Café strategies have been taught and are being implemented.
2. In the area of math, all students will increase their measurement skills, number sense and number relationships. Our goal is to reduce the number of students who have declining state assessment scores. Math resources were updated district-wide including using technology to support the curriculum. With the use of NWEA for math, RIT scores

are being used to assess student learning along with state assessment scores. Professional development related to the 8 Mathematical Strategies along with coaching of math teachers has been implemented by an outside provider.

3. In the areas of science and social studies, we put our efforts into reading in the content areas with application in these classes. State assessment scores are reviewed annually and adjustments are made accordingly. STEM activities are being consistently used.

As mentioned earlier, our school's improvement plan has undergone revisions to properly reflect the needs at East Jackson Elementary as a K-6 building. Some committee members have changed to reflect and represent the current staffing and all stakeholders of our building.

During both 2016-2017 and 2017-2018, meetings were held with the school improvement committee monthly. Information was also shared at full staff meetings. Our concentration will continue to be in the areas of reading, writing, and math. However, we also added science and social studies goals and continued to work on them in both 2016-2017 and 2017-2018. We will continue to develop and implement strategies which are developmentally appropriate to teach our students. Also, staff will utilize consistent assessments to determine areas of growth and for remediation purposes. These assessments also have assisted us in determining our Title I students as well as students who are "At Risk".

We will strive to monitor and adjust as we implement the strategies in the school improvement plan as the year progresses. We will continue to revisit the plan annually as we work to reach each of the measurable objectives by increasing our students' proficiency in each content area.

CORE CURRICULUM

The core curriculum at East Jackson Elementary is based on and aligned to the Michigan state adopted standards found at https://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html. Also, we continue our work to utilize the "Common Core Standards" in English language arts and math, which are being assessed. Math was an area of focus for our district in 2016-2017 along with 2017-2018. Math Academy strategies along with the 8 Mathematical Practices are taught and practiced. Our science teachers are continuing to work with the Next Generation Science Standards. Social studies curriculum continues to be aligned to the state standards.

ACADEMIC OPPORTUNITIES

ENGLISH LANGUAGE ARTS: The language arts skills of speaking, listening, writing, reading, and spelling are taught. Language Arts is taught through many methods including Café strategies. Teachers are using both the Six +1 Traits of Writing and Collin's Writing to assess and instruct student writing. We will continue to work on developing a common writing process for our students. Expanding Expression Tool Kits are used in some general education classrooms and in all special education classrooms.

LIBRARY: Students received instruction from their homeroom or Language Arts teacher for 2016-2017 and 2017-2018 for 30 minutes each week. In addition, students are allowed to develop confidence in finding information, discovering their reading interests, and checking out library books for recreational reading each week. Each week, the library paraprofessional returns books to the shelves, so they are ready to be checked out again. The Accelerated

Reader (AR) Program is very popular with students from every grade level with rewards being earned. As a result, the circulation of these books often occurs AR became Internet-based giving our students to access to even more tests primarily in grades 2nd-6th. Our PTCO has contributed along with some building funds have been used for AR prizes for students to "purchase" items with their points at the end of the school year.

MATH: Math instruction places emphasis on basic skills with the goal to provide relevancy to the students. The use of manipulatives is becoming increasingly important as we work to differentiate instruction for all learners. SMART boards are installed in all classrooms and are used for math instruction. Much time and many resources have been utilized to support professional development with math teachers. We continued to adapt and modify the curriculum based on the needs indicated by our standardized test scores.

SCIENCE: For both 2016-2017 and 2017-2018, instruction occurred at all grade levels. For grades 3-6, the same teacher teaches all students in the grade level Science. Having the same teacher teach the content leads to more consistent instruction. Hands-on activities are utilized as well as some textbook instruction. "Science Weekly" which addresses each GLCE, was used by the fourth grade teacher for instruction. "Super Science" from Scholastic is a resource as well as "Mystery Science" being piloted by some teachers. Students complete projects throughout the year to demonstrate learning. A school-wide recycling program is part of our application of these skills. The science curriculum is also aligned and we are also becoming more familiar with the Next Generation Science Standards with some teachers will be attending some related professional development.

OUTDOOR EDUCATION: Fourth graders spend four days at nearby YMCA Camp Storer receiving lessons in outdoor education. The bus leaves the school each morning at 9:00 AM and returns at 5:30 PM except the last day when it returns at 2:00 PM. Lessons may include candle making, studying cold-blooded animals, building shelters and habitats, and participating in water-related activities as well as other activities. This adventure is funded by our PTCO, our district and private donations. Our students have become more involved with fundraising for this special week over the last few school years. Our East Jackson students have participated annually for well over 30 years.

HEALTH: The Michigan Model for Comprehensive School Health Education is taught with our teachers who are trained in the curriculum. It provides instruction in both areas of physical, emotional and social well-being. Professional development was provided to teach social and emotional skills.

To support our efforts to keep our students healthy, we participated with the county-sponsored vision and hearing screenings during both school years. The Smiles on Wheels Program has also helped us to assist our students in developing good dental health habits by providing cleaning, sealants, and referrals (as needed) for more dental care.

SOCIAL STUDIES: History, economics, civics, and geography are the basis our social studies curriculum. Teachers readily use people from the community to share their knowledge or provide living history lessons. We have a very successful Career Day each spring to expose students to a variety of careers. Annually, our 4th graders take a field trip to the Michigan Historic Museum and 5th graders go to the Henry Ford Museum/Greenfield Village. All trips provided excellent learning opportunities and memorable experiences. Some K-6th grade classrooms use Weekly Readers and Newsela to supplement lessons and to provide

information on current events. Fourth graders use Social Studies Weekly as a resource which is aligned to the GLCEs. Promoting good citizenship has also been a focus of the staff.

TECHNOLOGY: For 2016-2017, we had some classroom computers and others in carts to sign-out for use. Students took the scheduled on-line state testing throughout the year. Students are able to use the Internet and software applications. SMART boards and projectors for instruction and assessment are available in all classrooms. Amplification systems are installed in all classrooms including our gyms. We have iPads for K-2nd grade classrooms and Chromebooks and laptops for 3rd-6th grade classrooms for 1 to 1 access. Also, we have some students in special education classrooms using devices. We have wireless access throughout our building for instructional purposes. Some teachers have taken the "Blended Learning" or the "21 Things for Teachers" class as they prepare to utilize more technology. SMARTboard training has been provided during multiple professional development days.

ART: In 2016-2017 and 2017-2018, we were able to have an art teacher who we shared with the secondary school. Students received 30-60 minutes of art instruction each week. State objectives are utilized to guide instruction and to provide students the opportunity to use different mediums to express themselves. Student work is displayed at an art show in the spring at our local district library branch.

MUSIC: During both 2016-2017 and 2017-2018, students received 30-60 minutes of music instruction each week. Music objectives are based on the Michigan Standards, Benchmarks, and Grade level Content Expectations: Visual Arts, Music, Dance, and Theatre. Lessons stress rhythm, melody, harmony, form and expression. Body movement activities are used to teach the basics of music understanding. Technology is used for some music class lessons. 6th graders had the opportunity to participate in band for both 2016-2017 and 2017-2018. Fifth graders learn to play recorders and participated in a music recruitment as they prepare to become 6th grade music students. Concerts were given by all grades during the school years to demonstrate the learning that took place during the school year.

PHYSICAL EDUCATION: During 2016-2017 and 2017-2018, students in all grades had physical education instruction 30-60 minutes each week. A specifically certified physical education teacher stressed coordination, muscle strength, flexibility, aerobic activities gross and fine motor skills, basic body awareness, team skills and good sportsmanship. We shared this teacher with the secondary school. All students participate in a Field Day towards the end of each school year. Also, we had all students participate in a 5K event for 2016-2017 and 2017-2018. It was a great opportunity for students and staff which we plan to continue with some revisions in 2018-2019.

STUDENT SUPPORT SERVICES

SOCIAL WORK: Through utilizing "At-Risk" funds, we were able to have social work services full-time for the 2016-2017 and 2017-2018 school years. The certified social workers are subcontracted through EduStaff. We added the second social worker for 2016-2017. As a result, more of our student and family needs were met. During 2016-2017, we were able to add a Success Coach who is hired by DHHS and at our building daily to assist with taking down barriers to being successful at school. She continues to serve our school.

REMEDIAL HELP: The East Jackson Elementary Staff offered remedial help for those who qualified. During both the 2016-2017 and 2017-2018 school year, we had two full-time Title I Teacher/Literacy Coaches along with paraprofessionals assisting up to six hours daily.

Collectively, these staff members support the efforts of the classroom teachers to teach basic skills. As a result of the coordinated efforts, the involved students showed significant progress, gained self-esteem, and became positive learners.

SPECIAL EDUCATION: The Jackson County Intermediate School District provides personnel and support services in the areas of special education. Speech therapy, physical and occupational therapy, social work services, teacher consultant services, and psychological evaluations were provided at East Jackson Elementary. Also, we have five certified special education teachers for students who qualified for special education services. These services have been in place for both 2016-2017 and 2017-2018.

PARENTAL INVOLVEMENT

Parents play an important part in their student's education. Many opportunities were provided throughout both the 2016-2017 and 2017-2018 school years, for including parent participation. We had over 65 approved volunteers who helped in classrooms, chaperone field trips, and assisted in numerous activities and events during the school year. We also held events such as our Grandparents'/VIP Day visit, spelling bees, field day and 5K which were all well-attended events.

The East Jackson Elementary Parent Teacher Community Organization (PTCO) brings the school and community closer together in an atmosphere conducive to uniting the work of home and school. All parents are encouraged to attend the monthly meetings to work closely with the building principals and faculty in understanding the educational needs of our school community. Dates of the monthly meetings are listed well in advance on the school calendar and in monthly newsletters.

PTCO projects include:

Assemblies
Family Fun Fair
Popcorn Fridays
Accelerated Reader Program Support
Mom to Mom Sales

Dances
6th Grade Send-Off
Book Give-Aways
Box tops for Education
Fundraisers

NORTHWEST EVALUATION ASSOCIATION (NWEA) TESTING

We began utilizing on-line NWEA testing for both reading and math during the 2012-2013 school year. The tests are administered in the fall, winter and again in the spring. Below are the local results expressed in mean RIT (overall scale) scores to show growth demonstrated for the academic year. These scores enable us to monitor growth as well as student achievement. Also, we can better identify the areas where further interventions are needed individually and collectively to assist our instructional planning. We will continue to administer the NWEA tests during 2018-2019.

READING	FALL AVERAGE		SPRING AVERAGE		RIT CHANGE	
	2016	2017	2017	2018	2017	2018
Kindergarten	137.5	141.6	152.3	156.8	+14.8	+15.2
1 st Grade	155.7	154.0	173.9	170.4	+18.2	+16.4
2 nd Grade	173.1	173.7	188.8	187.7	+15.7	+14
3 rd Grade	175.9	179.3	189.2	190.5	+13.3	+11.2
4 th Grade	189.5	185.6	199.9	196.0	+10.4	+10.4
5 th Grade	194.2	197.6	202.6	207.5	+8.4	+9.9
6 th Grade	205.0	198.2	209.1	208.1	+4.1	+9.9
MATH						
MATH	FALL AVERAGE		SPRING AVERAGE		RIT CHANGE	
	2016	2017	2017	2018	2017	2018
Kindergarten	133.9	136.7	153.8	155.8	+19.9	+19.1
1 st Grade	155.8	156.5	178.7	175.1	+22.9	+18.6
2 nd Grade	177.8	179.0	196.4	194.2	+18.6	+15.2
3 rd Grade	179.6	183.5	195.7	193.1	+16.1	+9.6
4 th Grade	189.8	191.4	204.1	203.5	+14.3	+12.1
5 th Grade	198.1	200.6	209.2	211.7	+11.1	+11.1
6 th Grade	207.8	204.2	213.3	212.9	+5.5	+8.7

PARENT/TEACHER CONFERENCES

Our parent/teacher conferences occur in the fall and again in the spring and are student-led for grades 4th-6th. K-3rd grades have scheduled conferences. The following is a summary of conference attendance for the last two school years:

School Year/ Grades in Building	Conferences Held in	Number of Participates	Number of Students	Percent in Attendance
2016-2017 K-6	Fall	399	505	79%
	Spring	356	485	73%
2017-2018 K-6	Fall	374	471	79%
	Spring	317	463	68%

As you can determine from reviewing the previous information, the staff at East Jackson Elementary, along with the students, parents and our community members, have been successful in working together to provide positive educational experiences for our students. Congratulations on the accomplishments achieved during the 2017-2018 school year. We look forward to working collaboratively as we continue our efforts to further improve the opportunities for all of our students for the 2018-2019 school year and beyond.

Sincerely,
Heather Jacobs
Heather Jacobs
Principal