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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 2015-2016 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 the following website: [www.eastjacksonschools.org](http://www.eastjacksonschools.org) or you may review a copy in the principal's office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. 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.

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 19% of our students qualifying for special education services, 77% identified as economically disadvantaged, and also 57% 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 fourth 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 “learning 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 first year being in the renovated former middle school building now know 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 6<sup>th</sup> 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 2014-2015 and 2015-2016 school year’s class assignments in the previous elementary buildings.

## SCHOOL IMPROVEMENT PLAN

During the 2014-2015 and 2015-2016 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 2016-2017.

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.
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 now present 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 2014-2015 and 2015-2016, 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 2014-2015 and 2015-2016. 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 Grade Level Content Expectations (GLCEs). A copy of the GLCEs can be found at [www.michigan.gov/mde](http://www.michigan.gov/mde). Also, we continue our work to utilize the "Common Core Standards" in English language arts and math, which are being assessed. They are available at: [http://www.michigan.gov/mde/0,4615,7-140-28753\\_64839\\_64848---,00.html](http://www.michigan.gov/mde/0,4615,7-140-28753_64839_64848---,00.html). Our math curriculum was successfully aligned to the Common Core the summer of 2011. During July 2012, the ELA curriculum was also aligned district-wide to the Common Core with our ISD's guidance. Math was an area of focus for our district in 2015-2016 and we will have Math Academy strategies with the 8 Mathematical Practices 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, which started in 2013-2014. 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. The language curriculum was aligned with the state's GLCEs for 2011-2012. However, we realigned to the Common Core for 2012-2013 and have implemented the Common Core since.

LIBRARY: Students received instruction from their homeroom or Language Arts teacher for 2014-2015 and 2015-2016 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. Our PTCO has financed

purchases to support this program. Also, during the 2014-2015 school year, AR became Internet-based giving our students to access to even more tests primarily in grades 2<sup>nd</sup>-6<sup>th</sup>.

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 classroom and are used for math instruction. The math curriculum was rewritten to align with the Common Core during the summer of 2011 and was taught since 2011-2012. We continued to adapt and modify the curriculum based on the needs indicated by our standardized test scores.

SCIENCE: For both 2014-2015 and 2015-2016, 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. Fifth graders use "Super Science" from Scholastic as a resource as well. 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. Starting in 2011-2012, this adventure was 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 25 years.

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

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 Wheel 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 of EJS' 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 4<sup>th</sup> graders take a field trip to the Michigan Historic Museum and 5<sup>th</sup> graders go to the Henry Ford Museum/Greenfield Village. All trips provided excellent learning opportunities and memorable experiences. All K-6<sup>th</sup> grade classrooms use Weekly Readers 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. The social studies curriculum for all three grades is aligned to meet the state's GLCEs.

TECHNOLOGY: For 2015-2016, 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 CPS Database for instruction and assessment are available. Amplification systems are installed in all classrooms. New teacher computers were obtained the summer of 2011. We have iPads for K-2nd grade classrooms and chromebooks and laptops for 3<sup>rd</sup>-6<sup>th</sup> 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: Without a specific art teacher for 2014-2015, classroom teachers worked diligently to integrate art into the content areas as well as holidays and special occasions. Fortunately, in 2015-2016 we were able to have an art teacher who we shared with the secondary school.

MUSIC: During both 2014-2015 and 2015-2016, students received 30-60 minutes of music instruction each week. Music objectives are based on the Michigan Essential Goals and Objectives for Arts Education. 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. 6<sup>th</sup> graders had the opportunity to participate in band for both 2014-2015 and 2015-2016. Fifth graders learn to play recorders and participated in a music recruitment as they prepare to become 6<sup>th</sup> 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 2014-2015, all grades had two 30-minute physical education periods per week and in 2015-2016, students 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. Presidential Physical Fitness testing was conducted throughout the year to monitor student progress. 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 2014-2015 and 2015-2016. It was a great opportunity for students and staff which we hope to continue with some revisions in 2016-2017.

## STUDENT SUPPORT SERVICES

SOCIAL WORK: Through utilizing "At-Risk" funds, we were able to have social work services full-time for the 2014-2015 and 2015-2016 school years. The certified social worker was subcontracted through Allegiance Health. As a result, more of our student and family needs were met and our social worker will continue to be available for 2016-2017 with adding another social worker and DHHS case manager on site.

REMEDIAL HELP: The East Jackson Elementary Staff offered remedial help for those who qualified. During both the 2014-2015 (Memorial Elementary and Robinson Elementary) and 2015-2016 school year, we had two full-time Title I Teacher/Learning 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 2014-2015 and 2015-2016.

## PARENTAL INVOLVEMENT

Parents play an important part in their student's education. Many opportunities were provided throughout both the 2014-2015 and 2015-2016 school years, for including parent participation. We had over 80 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 bee, 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  
Extra Field Trips  
Last Day Picnic  
Popcorn Fridays  
Staff Appreciation Luncheons

Dances  
Family Fun Fair  
6<sup>th</sup> Grade Send-Off  
Book Give-Aways  
Accelerated Reader Program Support

## 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 2016-2017. Memorial Elementary's information is included for 2014-2015 for kindergarten through 3<sup>rd</sup> grades with Robinson's for 2014-2015 and EJE's for 2015-2016.

READING	FALL AVERAGE		SPRING AVERAGE		RIT CHANGE	
	2014	2015	2015	2016	2015	2016
Kindergarten	137.8	137.4	154.3	153.7	+16.5	+16.3
1 <sup>st</sup> Grade	154.9	154.7	170.7	170.9	+15.8	+16.2
2 <sup>nd</sup> Grade	173.8	171.7	186.7	184.9	+12.9	+13.2
3 <sup>rd</sup> Grade	180.5	186.3	192.6	197.6	+12.1	+11.3
4 <sup>th</sup> Grade	189.2	183.1	202.5	198.5	+13.3	+15.4
5 <sup>th</sup> Grade	201.7	196.5	210.7	208.6	+9	+12.1
6 <sup>th</sup> Grade	206.0	207.8	211.8	214.9	+5.8	+7.1
<b>MATH</b>						
MATH	FALL AVERAGE		SPRING AVERAGE		RIT CHANGE	
	2014	2015	2015	2016	2015	2016
Kindergarten	135.3	131.7	153.6	154.1	+18.3	+22.4
1 <sup>st</sup> Grade	155.4	155.6	175.7	176.0	+20.3	+20.4
2 <sup>nd</sup> Grade	178.8	175.7	193.8	193.5	+15	+17.8
3 <sup>rd</sup> Grade	190.5	194.2	207.1	213.4	+16.6	+19.2
4 <sup>th</sup> Grade	191.3	188.1	205.2	203.2	+14.2	+15.1
5 <sup>th</sup> Grade	203.5	201.6	211.7	209.7	+8.2	+8.1
6 <sup>th</sup> Grade	205.9	209.3	212.7	216.3	+6.8	+7

## PARENT/TEACHER CONFERENCES

Our parent/teacher conferences occur in the fall and again in the spring and are student-led for grades 4<sup>th</sup>-6<sup>th</sup>. 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
2014-2015 4-6	Fall	175	243	72%
Robinson Ele.	Spring	156	242	64%
2015-2016 K-6	Fall	455	556	82%
	Spring	357	554	64%

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 2015-2016 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 2016-2017 school year and beyond.

Sincerely,  
*Heather Jacobs*  
Heather Jacobs  
Principal