

Madison Elementary School

Annual Education Report

2008-2009



Manistee Area Public Schools Madison Elementary School

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Mission Statement

The mission of the Madison Elementary School Staff is to develop confident, productive citizens through challenging curriculum, parental involvement, and community support.

Madison Elementary School Beliefs

WE BELIEVE:

- EVERYONE DESERVES RESPECT
- EVERY PERSON IS RESPONSIBLE FOR PERSONAL CHOICES
- EVERYONE DESERVES A SAFE, CARING ENVIRONMENT
- LEARNING IS A LIFE LONG PROCESS
- EVERYONE IS ENCOURAGED TO BE SUCCESSFUL
- EVERYONE DESERVES TO BE RECOGNIZED AS A UNIQUE INDIVIDUAL

Madison Elementary Profile

ALL Madison Elementary teachers and Para Professionals meet the Highly Qualified requirements as defined by No Child Left Behind.

Teachers Certification & Highly Qualified Data			
Bachelor's Degree	Master's Degree	Emergency Certified	Classes taught by non-HQ teacher
100%	10%	0%	0%

Staff:

Principal
Secretary
12 Certified Teachers
8 Paraprofessionals
(Library, Computers, Mentoring)
Art Teacher
Music Teacher
Physical Education Teacher
Safenet Family Specialist
2 Food Service
2 Custodians

Students:

69 Kindergarten Students
55 First Grade Students
56 Second Grade Students
48 Third Grade Students

Manistee ISD Services:

Speech Pathologist
Occupational Therapist
School Psychologist
Social Worker
Autistic Consultant

Accreditation Status

Madison Elementary has met Adequate Yearly Progress through the No Child Left Behind criteria. Additionally, for the Education Yes! Report Card we received an overall grade of an "B" in the Indicators of Performance in 2009. (Madison Elementary is **NOT** a school that has been identified for school improvement, corrective action, or restructuring.)

Manistee Area Public Schools each year reviews and establishes goals that align with the 3-5 year School Improvement Plan. Madison Elementary utilizes assessment data (MEAP, STAR, DIBELS, MLPP and Classroom Assessments) to determine focus curriculum areas for their yearly goals.

Michigan Educational Assessment Program (MEAP) Test Results

Fall 2008 Third Grade MEAP Results

2008 Proficiency Level	Percent of Students		Percent Tested	
	ELA	Math	ELA	Math
1	14%	36%	100%	100%
2	75%	61%		
3	11%	2%		
4	0%	0%		

3 Year Level 1 & 2 Proficiency MEAP Data

Year	ELA	ELA State/AYP	Math	Math State/AYP
2006	82%	79%/50%	80%	88%/59%
2007	88%	81%/60%	90%	90%/67%
2008	89%	83%/60%	98%	91%/67%

The above percentages are a representation of the number of students scoring in the satisfactory range or better (Level 1 or 2). Adequate Yearly Progress (AYP). In 2006 the MEAP test moved to the fall and grades 3-8 were tested in English Language Arts and Math.

Satisfactory Results by Gender on the MEAP

Year	Male				Female			
	ELA	ELA State/AYP	Math	Math State/AYP	ELA	ELA State/AYP	Math	Math State/AYP
2006	74%	75%/50%	100%	88%/59%	87%	84%/50%	69%	88%/59%
2007	88%	78%/60%	92%	90%/67%	88%	84%/60%	88%	90%/67%
2008	76%	81%/60%	100%	92%/67%	96%	86%/60%	96%	91%/67%

Satisfactory Results by **Ethnicity, Economically Disadvantaged, Special Education, Limited English Proficient, Migrant** on the MEAP

**Thirty or fewer students were tested in the above mentioned categories; therefore no percentages can be published. Jefferson Elementary did not have any subgroups except gender.

School attendance rate for 2008-09 was 95%.

STAR Assessments

Madison Elementary students are participating in the Accelerated Reader program. We utilize the STAR test to determine readability levels and comprehension. Students are assessed 3 to 4 times each year; growth is measured from September to June. Our school averages are:

	2007		2008		2009	
Grade	Range	Avg.	Range	Avg.	Range	Avg.
2 nd	0.6-4.3	2.9	1.9	2.9	0.9-6.3	3.0
3 rd	1.5-5.1	3.9	2.9	3.8	0.8-9.8	3.8

MADISON MENTORING DATA

Madison Elementary students received Literacy Assistance in our Madison Mentoring Program. This program is a very successful program due to the Mentoring Para Professional Julie Froncek and all the volunteers that donate their time for our students.

Year	Average Reading Growth
2007	2.0 years
2008	1.9 years
2009	1.9 years

PUPIL RETENTION RATES

Madison Elementary strives to have every student be academically successful. We offer various intervention programs to assure student success.

<u>Year</u>	<u>Retained</u>
2006-07	10 students
2007-08	5 students
2008-09	9 students

Building Level Decision Making

Building Leadership Team (MiBLSI)

- * 2 parents
- * 3 teachers
- * 1 support staff
- * 1 Representative from the Board of Education
- * 1 principal

All teams were formed with volunteers who willingly gave of their time to attend training, organize meetings, and make decisions regarding expenditures, staff development, curriculum, building programs, and student activities.

Meeting ALL Student Needs

Title I: Madison Elementary School is a Targeted Assisted school under the Title 1 program. This program delivers extra help to students to help them succeed in Reading, Math, Science and Social Studies through Literacy groups, one to one assistance, Mentoring, and Summer Literacy Program.

Accelerated Reader Program: Provides an opportunity for all students to read independently and test their comprehension using computers.

Madison Mentoring Program: Madison Elementary developed a mentoring program to assist children in Reading and Math. This program utilizes volunteers from the community/business, parents, MHS National Honor Society, Students, and Casman Alternative Students. (Funded by Title 1)

Read Naturally: helps students become better readers using a unique strategy that combines teacher modeling, repeated reading, and assessment and progress monitoring. Read Naturally uses the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Using stories, audio recordings, posters, videos, stickers, quizzes, puzzles, and graphs, students work with age-appropriate material at their skill level.

Safe-net: Works with students, families, school, and community to assist students in reaching their full potential.

Special Education: Instructs students with learning disabilities in ways compatible to their abilities, helping students reach their potential. The RTI model is in the implementation stages. We have a Building Coach for Autism and utilized specialized personnel to meet the needs of our students.

Speech Therapy: Allows students opportunities to work with a specialist in developing speech and language skills.

Occupational Therapy: Assists students with deficiencies in motor skills to develop their dexterity at a faster rate.

Autism Consultant: Meets with staff and parents in developing academic and social goals for autistic children. Attends weekly staffing meetings to monitor and adjust programming.

Teacher Consultant: Available to staff to observe and discuss recommendations for students needs. Assists in staffing meetings and testing.

Parental Involvement

Parents are the most important person in a child's life. It is our belief that our success is dependent upon parents being involved in their child's education and activities at school. During the 2008-09 school year 94% attended our fall and spring conferences. Communication to parents is sent home Bi-weekly in the *Parent Update*, e-mail and Teacher's Weekly letters. Additionally, we provide opportunities for parents to participate in their child's education with:

Open House	Field Trips	Mentoring Program
Book Fairs	Harvest Fun Day	Classroom Helpers
Christmas Programs	Science Olympiad	Parent-Teacher Organization
End of the Year Celebration	Grandparents Day	Building Leadership Team
Recognition Awards Program	Reading Tutors	Mother Son Dance

Core Curriculum

Every teacher on the Madison Faculty has served on at least one of our district's core curriculum committees. These committees are constantly developing, evaluating, and refining the Manistee Area Public Schools Curriculum and ensuring its alignment with the State of Michigan Model Core Curriculum. Each year the teachers in grades K-3 meet at grade levels to review the Grade Level Specifications in Language Arts and Mathematics to align curriculum, assessments and standards. This year we continued with our Professional Learning Communities K-12 in each of the academic areas. Data analysis of MEAP, BAP, DIBELS, and District assessments were reviewed and plan of action was developed. We focused on Writer's Workshop - Lucy Calkins Writing Curriculum, 6 Traits Writing, Toolbox 1 & 2, First and Second 10 Ten Days as resources and tools to improve writing instruction. We also provided monthly support for teachers implementing Writer's Workshop including Lucy Calkins writing videos and Katie Wood Ray. Teachers received training to align the Grade Level Content Expectations and assessments.

2008-09 Points of Pride

MiBLSi Madison Elementary, along with Jefferson Elementary & Kennedy Elementary received a 3 year grant to participate in the Michigan Integrated Behavior & Learning Support Initiative (MiBLSi). We are integrating a school wide research based program of positive behavior support with reading instruction. By improving and increasing positive behavior and using specific appropriate reading instruction, we will help all students become better readers along with the social skills to be successful citizens.

MiBLSi has developed a school wide behavior system of identifying, teaching, monitoring, and encouraging good behavior, while correcting inappropriate behavior. By utilizing this program we will regain instructional time which can be used to specifically target and instruct reading skills. Implementing MiBLSi will build consistent sustainable results over time, leading to greater success academically.

Madison Elementary implemented weekly celebrations (MiBLSi) to recognize students with good behavior. Each week students participated in an activity and receive a token item to recognize their behavior.

Parent/Community Involvement: Parents, Businesses and Community members have been actively involved in our instructional programs such as Madison Mentoring Program, Kids Hope, After School Programs, Summer Literacy Program and other school functions.

The Child Study Team reviewed and discussed interventions for students experiencing difficulties. The team consisted of the Principal, Teacher, parents, Para-professionals, MISD Child Psychologist, Safenet Representative and other ISD staff if needed. This year we continued the Response to Intervention (RTI) with the Manistee ISD. The RTI incorporates best practices and screening with DIBELS, MLPP with follow-up measures.

Child Staffing Meetings were held weekly to monitor and adjust the needs of our special needs students. The Principal, Classroom teacher, Special Education teacher and Iterant staff are involved in these meetings.

Our classroom phones have been advantageous to our teachers, staff, students and community throughout the school year.

Curriculum Development: We continue to improve all areas of our curriculum. We conducted Grade Level meetings throughout the year for all curriculum areas, including physical education and fine arts. This year our staff participated in in-services to align assessments and curriculum in Reading, Math, Science and Social Studies utilizing the Michigan State Standards and Benchmarks through K-12 Professional Learning Communities.

Madison Students have also participated in several special programs throughout the year that have been designed to enhance the school curriculum. These programs include:

- Fire Safety - Local and visiting groups
- Reading Month Activities and Celebration
- 20-20 Reading Program and Book-It
- Manistee Public Library visits
- Ramsdell Theatre productions
- Ludington State Park visits - Grade 1 & 3
- Sleeping Bear Sand Dunes visit - Grade 2
- Manistee High School drama class presentation
- Science Olympiad - Grade 3
- MISD Young Authors
- Vision and Hearing Screening
- Grade Level Music Programs (Christmas & Grandparents Day)
- Grandparents/Special Friends Day and Music programs
- MSU 4-H Cooperative Extensions Nutritional Program
- Coast Guard (Water Safety)
- Pleasanton Greenhouse
- Service Learning Projects (Kennedy, Mini Relay, Jump Rope for Heart)
- Mileage Club
- Anti-Bullying assembly
- Bucketfilling program
- Michigan Behavior & Learning Support Initiative (MiBLSi)
- MDE/USDA Fresh Fruit and Vegetable Program
- Transition of 3rd graders to Kennedy Elementary
- Reading and Behavior assemblies

Professional Development: Our dedicated teachers and staff spent numerous hours this past year attending workshops and conferences. Staff members attended the following learning experiences:

- MiBLSi
- Standard based report cards
- Data Analysis for MEAP and BAP
- Benchmark Assessment Project (BAP) Math and ELA
- Math/ELA Grade Level Content Expectations curriculum work and pacing guides
- United streaming
- Teacher Reading Academy
- Toolbox 1 & 2 and First Ten Days of School
- English Language Arts, Math, Science, & Social Studies Network
- Lucy Calkins Writing Curriculum
- Katie Wood Ray Workshops
- Writer's Workshop book study
- Discipline with Dignity book study
- K-12 Professional Learning Communities
- Assessing Early Literacy Skills (DIBELS Assessment)
- Grade Level In-services for Curriculum and Assessments
- First Aid/CPR Training for Para-Professionals and Bus Drivers

Nonviolent Crisis Intervention (CPI)
Autism Awareness and Behavioral Supports Training

Discipline: Our goal of improving discipline continues to make a difference at Madison. We were awarded the MiBLSi Grant(Michigan Integrated Behavior & Learning Support Initiative) for 3 years. This grant will support our efforts in establishing behavioral expectations and reading supports for all students. In year one, we focused on school wide systems of Reading and Behavior. We also analyzed data using DIBELS and SWIS. In year two, we will focus on Tier II and II, which will support students with more intensive strategies an supports. All staff has been involved in a book study using "*Discipline With Dignity*" by Curwin & Mendler. The number of students referred to the office throughout the year has decreased.

Parent Policy

Madison Elementary School continues to include parents as a part of their child's education. We feel by having the parent involved in their child's education will enhance the success of learning. The following are activities and events that we hold in order to ensure our student's success as learners.

Parent Teacher Conferences are held twice a year.
Report Cards are completed three times a year.
Teachers have students make positive phone calls home.
Chippewa Star post cards are mailed home for good behavior.
Several Assessments tests are reported to the parents for Reading which include Star, District Assessment, Mentoring, DIBELS and MLPP.

Madison PTO meets monthly and supports a variety of activities for our families (popcorn sales, bake sales, Father - Daughter Dance, Mother-Son Dance, End of the year block party, playground, Change for Class, Books for Teachers).

Madison Building Leadership Team has two parents who serve on this committee to discuss building goals and improvements. This committee meets bi-monthly.

Parents are invited to all school activities through out the year. These events include, Pajama Day on student count day, Musical Performances, Class plays, field trips, Reading Month activities: Mystery Readers, Reading Book Challenge, 20/20 Reading Program, Book Fair, Young Authors, Harvest Fun Day, Birthdays, and Classroom helpers. Additionally, many parents will come and have lunch with their child at school or take them out to lunch. Parent Surveys are completed for assisting in the school improvement process. Parents have volunteered in our Madison Mentoring program as mentors and tutors in the classrooms. Newsletters are distributed weekly with reminders for important events as needed.

PARENTS RIGHT TO KNOW

Manistee Area Public Schools is required to notify parents of each student attending a Title I school in the district. Madison Elementary is a Title I school that receives funds from the Title I, Part A program. Title I, Part A is a federal supplemental program designed to help children reach high academic standards. In receiving funds from this program the district has a requirement to inform you, as parents of children attending a Title I school, of information available to you regarding the professional qualifications of your child's classroom teacher(s). Information will be provided to you **upon request and in a timely manner** of the following:

- * Whether your child's teacher has met Michigan qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- * Whether your child's teacher is teaching under emergency or other provisional status through which Michigan qualification or licensing criteria have been waived.
- * The baccalaureate degree major of your child's teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- * Whether your child is provided services by paraprofessional and, if so, their qualifications.

You may request additional information on the level of achievement of your child in each of Michigan's assessments. Michigan uses the Michigan Educational Assessment Program (MEAP) to determine levels of achievement.

You will also receive timely notice if your child is, for whatever reason, assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified. A highly qualified teacher would be defined as a teacher that meets Michigan's qualification and licensing criteria for the grade level or subject area in which the teacher is providing instruction.

2009-10 School Improvement Plan

Madison Building Goals & Strategies for 2009-2010

School Climate & Behavior

- 1.) Madison Elementary School will create and maintain a safe, caring, bully-free learning environment in which all students are respected and able to achieve their full potential. This will be assessed through a decrease in behavior referrals - SWIS: minors & majors. Our goal is to achieve 80% of students with 1 or less referral, 15% of students with 2-10 referrals, and 5% of students receiving more than 10 referrals during the 2009-2010 school year.

Strategies & Action Plan

- Assembly programs pertaining to positive student behavior/character development
- Daily reminders of being Chippewa Stars & Improve student behavior using Positive Behavior Supports
- Split recesses K/1 and 2/3
- Parent Involvement
- Develop weekly "Star Celebration" activities
- Create alternate recess ideas for rain/below temp days
- Differentiated natural consequences
- Movie/Music during lunch time
- Daily reminders regarding behaviors (Project Wisdom)
- Fence in playground area
- Winter dress before recess at lunch (snowpants and boots)

Reading

- 2.) **K-1 Reading Goal:** 70% of Kindergarten through first grade students will achieve the established level for nonsense words during the 2009-2010 school year. In the 2010-2011 school year, 80% of Kindergarten through first grade students will reach the established level for nonsense words. These goals will be assessed using Dibels & MLPP.
- 3.) **2-3 Reading Goal:** 70% of second through third grade students will achieve the low-risk (benchmark) level of oral reading fluency during the 2009-2010 school year. Through the 2010-2011 school year, 80% of second through third grade students will accomplish the low-risk (benchmark) level of oral reading fluency. These goals will be assessed using DIBELS. Our students will also attain 90% in reading proficiency on the 3rd & 4th grade MEAP test. In the subgroup - Economically Disadvantage students will increase proficiency levels by 10% in Reading.

Strategies & Action Plan

- Implement "Read to Achieve" program for K-2
- Develop 3D Time schedule
- Update DRA materials and training
- Implement Readers Workshop & Readers Theater

- Implement "Daily 5" & "CAFÉ" (Boushey & Moser) instructional reading practices
- Daily instructional focus on Dibels Big 5: Alphabetic principle, Phonemic Awareness, **Vocabulary**, Fluency, & **Comprehension**
- Comprehension assessments and multiple assessment methods
- Zoophonics in Kindergarten & First grade
- Increase participation the 20-20 Reading Program
- Read Naturally program
- Mentoring
- Toolboxes 1 & 2 and The First 10 Days of School

Writing

- 1.) 4.) Using a writer's workshop approach to teaching writing, 75% of all K-3 students will achieve at least a 3 on the MLPP writing rubric and 10% increase in proficiency and/or 10% above the state average on the 4th grade MEAP test. In the subgroup - Economically Disadvantage students will increase proficiency levels by 10% in Writing.

Strategies & Action Plan

- Writers Workshop & developing GLCE based timeline for writing instruction
- Continued Writing PLC's using Lucy Calkins, Katy wood Ray, and the 6+1 Trait Crates
- Continue Districts Green Folder Writing - 3 writings per year-MEAP like prompts
- Utilize the observational writing rubric
- Publish student writings (newsletters, newspaper, etc)

Math

- 5.) To increase proficiency in our 3rd grade MEAP math scores by 3%. In the subgroup - Economically Disadvantage students will increase proficiency levels by 10% in Math.
- 6.) To develop pre and post GLCE based common assessments in math for all grade levels K-3.

Strategies & Action Plan

- Teachers will create pre and post GLCE based common assessments in math for their grade level
- Professional Development in writing good common assessments
- Professional Development for math best practice - Lynn Royer
- BAP Test in Exam View. Administer tests in September and May
- Use writing and literature in math
- List directions in order
- Manipulatives (2nd needs more, 3rd - scales, Kdg and 1st ok)
- Movement with patterns or math facts
- Music and math-jingles, rhymes, and poems
- Tell answer and work backward, explain thought process

Universal Strategies

- Differentiated Instruction
- Looking at Student Work

- Increase parental involvement*
- Increase the effectiveness of Child Study Team, Child Staffing meetings and Response to Intervention.*
- Prepare students and align curriculum for the Grade Level Content Expectations (GLCE's). We will continue the alignment of the core curricular areas and assessments through the process of the Benchmark Assessment Project, data analysis and disaggregating of student data.*
- Daily schedule that minimizes interruptions and maximizes student learning opportunities*
- Best practices in reading and math instruction*
- Daily instruction of core content expectations*
- Visual schedule in all classrooms & visual timers to assist in transitions*
- Title I paraprofessionals*
- MiBLSi grant and professional development*