

Waylee Elementary School

Annual Report Narrative for 2007-2008

I. Overview of School

A. Basics

- Mission Statement: *Where children learn, they can succeed...and do! The commitment of the Waylee Elementary School staff is to provide an opportunity for all students to learn and grow into capable, responsible individuals through professional teaching...in a caring, sharing, loving and giving climate, which embraces all members of the school community. We touch the future!*

- Principal Ron Jones
- 368 students Young Fives through 5th Grade for 2008-2009
- 45 full-time and part-time faculty and staff (which includes 25 teachers)
- Main office: 323-6500 | 8106 Waylee Street, Portage, MI 49002

B. Accreditation status: No (no accreditation status available other than NCA).

II. School Improvement Plan

A. Based on the Gap Analysis, Deborah Wahlstrom's model-Using Data to Improve Student Achievement, STAR Reports (Standardized Test for the Assessment of Reading), District Developed Assessments and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) data, it was determined that the following goals would be identified for the 2007-08 school year.

1. Students reading skills: All students will demonstrate an improved ability to read and comprehend narrative and expository text as measured by the results of our District Benchmark Assessments, the 2007 Fall MEAP Test, DIBELS and STAR.
2. Students writing skills: All students will demonstrate improved written communication skills as measured by our District Benchmark Assessments, the 2007 Fall MEAP scores and our building spring writing pieces.

B. The goal for all students at Waylee is to improve their reading and writing fluency, increase science and social studies literacy, and to increase mathematics and computation applications.

1. Intervention Strategies for Achieving Reading Goals:

Students in grades K-5 in the intensive categories on Dibels measures received the following intervention:

- Progress monitored weekly with instructional support.
- Frontloading time worked in small group setting for literacy instruction four days a week for 25 minutes.
- In addition, the grade stated received the following programs:

- Selected **Kindergarten Students:**

- K-Pals (Kindergarten Paths to Achieving Literacy Success)
- PALS (Paths to Achieving Literacy Success)
- *Road to the Code* was piloted with one group

- Selected **First Grade Students:**

- Reading Recovery
- Early Success
- Sound Partners
- PALS (Paths to Achieving Literacy Success)

- Workshop Way Phonics – pink packs
- Selected ***Second Grade Students:***
 - Early Success
 - Sound Partners
 - Visualizing and verbalizing for language comprehension and thinking
- Selected ***Third Grade Students:***
 - Soar to Success
 - REWARDS (Reading Excellence: Word Attack and Rate Development)
 - Accelerated Reader
 - Workshop Way Phonics – pink packs
- Selected ***Fourth Grade Students:***
 - REWARDS (Reading Excellence: Word Attack and Rate Development)
 - Accelerated Reader
 - Workshop Way Phonics – pink packs
- Selected ***Fifth Grade Students:***
 - Soar to Success
 - REWARDS (Reading Excellence: Word Attack and Rate Development)
 - Accelerated Reader
 - Workshop Way Phonics – pink packs

b. Interventions Designed to Achieve Writing Goals:

- The Waylee staff adopted a writing rubric aligned with the State of Michigan and Portage Public Schools' benchmarks to be used with all students in grades K-5. The rubric emphasizes specific Focus Correction Areas at each grade level to guide instruction. We will use this rubric to assess the spring writing piece.
- On October 28, staff members received review training in the Collin's Writing Method. The needs of staff members were addressed by allowing teachers to register for Expert, Refresher, or Beginning training.
- Faculty meetings are held on a regular basis to discuss School improvement initiatives.
- The following instructional strategies were used in all grade levels: modeled writing, journaling, writing conferences, writing in all subject areas, and peer editing.
- Teachers modeled answering connecting/comparing questions from Houghton Mifflin comprehension checks. Students practiced writing a comparison response using examples and supportive details including a mix of content, organization, style, and mechanical criteria.
- Two half-hour sessions per week were set aside by the Frontloading for 4th grade students on a flexible basis to target specific skill deficits.
- Kindergarten students received small group instruction by the Frontloading staff four times a week for 25 minutes, which included journal writing.
- Book Buddies – one 5th grade classroom partnered with one of the Kindergarten classrooms to give one-to-one assistance with early writing skills.
- The Frontloading staff met with teachers once a week to discuss student needs and instruction.
- First, second, third, fourth and fifth grades received small group instruction by the 'frontloading' staff four times a week for 25 minutes, which included writing.

III. Student Assessment Data

See attachment

IV. Adequate Yearly Progress Data

- Current: Met all elementary Annual Yearly Progress (AYP) requirements and earned an "A" on the state's school report card.
- Previous year: Met AYP and "A" on school report card.

V. Parent Involvement

A. Parent/Teacher Conference Attendance

- a. 96% (February 2008)
- b. 94.4% (March 2007)

B. Parent involvement policy: Parents are invited to participate in strategic management, curriculum review and revision, school improvement teams, site-based teams, parent-teacher organizations, and as active volunteers in the daily education of students.

C. PTO president Tina Richmond

VI. Core Curriculum

A. Status of core curriculum:

- English language arts, math, social studies, science, health, arts, physical, and technology education.
- Curriculum and instruction are implemented and sequenced within the building to ensure both the horizontal and vertical cross-district alignment.
- Legacy of Literacy basal series integrates reading, grammar, spelling, phonics, and writing.
- Hands-on science.
- University of Chicago Everyday Math.
- Variety of instructional techniques, including: team teaching, thematic-integrated instruction, cooperative learning and process writing.

B. Variance from Michigan Curriculum Framework: none

VII. Teacher Qualification

A. Faculty education level: 60% with masters degree and 4% with 30-plus additional hours of graduate work beyond the masters.

B. Faculty with elementary Provisional Certification: 28%.

B. Percentage of classes taught by teachers not "highly qualified" and status of meeting state objectives for district / buildings for "highly qualified:" None (100% are qualified).

C. Parents have the right to know the particular teacher qualifications of their student's teachers. District point of contact for this information is Human Resources at 323-5174.

Attachments

Waylee Elementary Disaggregated MEAP Totals 2007-08

Grade	School Name	Demographic	Subject Name	Proficiency Level	# of Students	%
3	Waylee El	Female	ELA	1	9	26%
3	Waylee El	Female	ELA	2	23	66%
3	Waylee El	Female	ELA	3	3	9%
3	Waylee El	Female	Math	1	15	43%
3	Waylee El	Female	Math	2	18	51%
3	Waylee El	Female	Math	3	2	6%
3	Waylee El	Female	Reading	1	17	49%
3	Waylee El	Female	Reading	2	16	46%
3	Waylee El	Female	Reading	3	2	6%
3	Waylee El	Female	Writing	2	21	60%
3	Waylee El	Female	Writing	3	12	34%
3	Waylee El	Female	Writing	4	2	6%
3	Waylee El	White	ELA	1	18	28%
3	Waylee El	White	ELA	2	39	61%
3	Waylee El	White	ELA	3	6	9%
3	Waylee El	White	ELA	4	1	2%
3	Waylee El	White	Math	1	31	48%
3	Waylee El	White	Math	2	32	50%
3	Waylee El	White	Math	3	1	2%
3	Waylee El	White	Reading	1	34	53%
3	Waylee El	White	Reading	2	26	41%
3	Waylee El	White	Reading	3	3	5%
3	Waylee El	White	Reading	4	1	2%
3	Waylee El	White	Writing	2	38	59%
3	Waylee El	White	Writing	3	23	36%
3	Waylee El	White	Writing	4	3	5%
3	Waylee El	Economically Disadvantaged	ELA	1	1	5%
3	Waylee El	Economically Disadvantaged	ELA	2	17	77%
3	Waylee El	Economically Disadvantaged	ELA	3	2	9%
3	Waylee El	Economically Disadvantaged	ELA	4	2	9%
3	Waylee El	Economically Disadvantaged	Math	1	9	41%
3	Waylee El	Economically Disadvantaged	Math	2	12	55%
3	Waylee El	Economically Disadvantaged	Math	3	1	5%
3	Waylee El	Economically Disadvantaged	Reading	1	8	36%
3	Waylee El	Economically Disadvantaged	Reading	2	11	50%
3	Waylee El	Economically Disadvantaged	Reading	3	1	5%
3	Waylee El	Economically Disadvantaged	Reading	4	2	9%
3	Waylee El	Economically Disadvantaged	Writing	2	9	41%
3	Waylee El	Economically Disadvantaged	Writing	3	12	55%
3	Waylee El	Economically Disadvantaged	Writing	4	1	5%
3	Waylee El	Male	ELA	1	9	26%
3	Waylee El	Male	ELA	2	21	60%
3	Waylee El	Male	ELA	3	3	9%
3	Waylee El	Male	ELA	4	2	6%

3	Waylee El	Male	Math	1	18	51%
3	Waylee El	Male	Math	2	17	49%
3	Waylee El	Male	Reading	1	20	57%
3	Waylee El	Male	Reading	2	12	34%
3	Waylee El	Male	Reading	3	1	3%
3	Waylee El	Male	Reading	4	2	6%
3	Waylee El	Male	Writing	2	19	54%
3	Waylee El	Male	Writing	3	13	37%
3	Waylee El	Male	Writing	4	3	9%

4	Waylee El	Female	ELA	1	5	17%
4	Waylee El	Female	ELA	2	20	69%
4	Waylee El	Female	ELA	3	2	7%
4	Waylee El	Female	ELA	4	2	7%
4	Waylee El	Female	Math	1	11	38%
4	Waylee El	Female	Math	2	15	52%
4	Waylee El	Female	Math	3	2	7%
4	Waylee El	Female	Math	4	1	3%
4	Waylee El	Female	Reading	1	12	41%
4	Waylee El	Female	Reading	2	14	48%
4	Waylee El	Female	Reading	3	1	3%
4	Waylee El	Female	Reading	4	2	7%
4	Waylee El	Female	Writing	2	14	48%
4	Waylee El	Female	Writing	3	13	45%
4	Waylee El	Female	Writing	4	2	7%
4	Waylee El	Students with Disabilities	ELA	1	1	9%
4	Waylee El	Students with Disabilities	ELA	2	4	36%
4	Waylee El	Students with Disabilities	ELA	3	4	36%
4	Waylee El	Students with Disabilities	ELA	4	2	18%
4	Waylee El	Students with Disabilities	Math	1	1	9%
4	Waylee El	Students with Disabilities	Math	2	7	64%
4	Waylee El	Students with Disabilities	Math	3	2	18%
4	Waylee El	Students with Disabilities	Math	4	1	9%
4	Waylee El	Students with Disabilities	Reading	1	2	18%
4	Waylee El	Students with Disabilities	Reading	2	4	36%
4	Waylee El	Students with Disabilities	Reading	3	3	27%
4	Waylee El	Students with Disabilities	Reading	4	2	18%
4	Waylee El	Students with Disabilities	Writing	2	3	27%
4	Waylee El	Students with Disabilities	Writing	3	6	55%
4	Waylee El	Students with Disabilities	Writing	4	2	18%
4	Waylee El	White	ELA	1	8	17%
4	Waylee El	White	ELA	2	35	73%
4	Waylee El	White	ELA	3	5	10%
4	Waylee El	White	Math	1	23	48%
4	Waylee El	White	Math	2	23	48%
4	Waylee El	White	Math	3	2	4%
4	Waylee El	White	Reading	1	24	50%

4	Waylee El	White	Reading	2	21	44%
4	Waylee El	White	Reading	3	3	6%
4	Waylee El	White	Writing	2	26	54%
4	Waylee El	White	Writing	3	22	46%
4	Waylee El	Economically Disadvantaged	ELA	1	1	8%
4	Waylee El	Economically Disadvantaged	ELA	2	8	62%
4	Waylee El	Economically Disadvantaged	ELA	3	4	31%
4	Waylee El	Economically Disadvantaged	Math	1	2	15%
4	Waylee El	Economically Disadvantaged	Math	2	8	62%
4	Waylee El	Economically Disadvantaged	Math	3	3	23%
4	Waylee El	Economically Disadvantaged	Reading	1	6	46%
4	Waylee El	Economically Disadvantaged	Reading	2	4	31%
4	Waylee El	Economically Disadvantaged	Reading	3	3	23%
4	Waylee El	Economically Disadvantaged	Writing	2	5	38%
4	Waylee El	Economically Disadvantaged	Writing	3	8	62%
4	Waylee El	Male	ELA	1	3	12%
4	Waylee El	Male	ELA	2	19	73%
4	Waylee El	Male	ELA	3	4	15%
4	Waylee El	Male	Math	1	13	50%
4	Waylee El	Male	Math	2	11	42%
4	Waylee El	Male	Math	3	2	8%
4	Waylee El	Male	Reading	1	14	54%
4	Waylee El	Male	Reading	2	10	38%
4	Waylee El	Male	Reading	3	2	8%
4	Waylee El	Male	Writing	2	14	54%
4	Waylee El	Male	Writing	3	12	46%

5	Waylee El	Female	ELA	1	13	42%
5	Waylee El	Female	ELA	2	17	55%
5	Waylee El	Female	ELA	4	1	3%
5	Waylee El	Female	Math	1	19	61%
5	Waylee El	Female	Math	2	10	32%
5	Waylee El	Female	Math	3	2	6%
5	Waylee El	Female	Reading	1	19	61%
5	Waylee El	Female	Reading	2	11	35%
5	Waylee El	Female	Reading	4	1	3%
5	Waylee El	Female	Science	1	19	61%
5	Waylee El	Female	Science	2	11	35%
5	Waylee El	Female	Science	3	1	3%
5	Waylee El	Female	Writing	1	1	3%
5	Waylee El	Female	Writing	2	26	84%
5	Waylee El	Female	Writing	3	3	10%
5	Waylee El	Female	Writing	4	1	3%
5	Waylee El	White	ELA	1	17	33%
5	Waylee El	White	ELA	2	30	58%
5	Waylee El	White	ELA	3	2	4%
5	Waylee El	White	ELA	4	3	6%

5	Waylee El	White	Math	1	32	62%
5	Waylee El	White	Math	2	16	31%
5	Waylee El	White	Math	3	3	6%
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5	Waylee El	White	Reading	1	32	62%
5	Waylee El	White	Reading	2	16	31%
5	Waylee El	White	Reading	3	2	4%
5	Waylee El	White	Reading	4	2	4%
5	Waylee El	White	Science	1	33	63%
5	Waylee El	White	Science	2	17	33%
5	Waylee El	White	Science	3	2	4%
5	Waylee El	White	Writing	1	1	2%
5	Waylee El	White	Writing	2	40	77%
5	Waylee El	White	Writing	3	8	15%
5	Waylee El	White	Writing	4	3	6%
5	Waylee El	Economically Disadvantaged	ELA	1	5	24%
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5	Waylee El	Economically Disadvantaged	Writing	3	5	24%
5	Waylee El	Economically Disadvantaged	Writing	4	3	14%
5	Waylee El	Male	ELA	1	8	25%
5	Waylee El	Male	ELA	2	19	59%
5	Waylee El	Male	ELA	3	2	6%
5	Waylee El	Male	ELA	4	3	9%
5	Waylee El	Male	Math	1	19	59%
5	Waylee El	Male	Math	2	9	28%
5	Waylee El	Male	Math	3	3	9%
5	Waylee El	Male	Math	4	1	3%
5	Waylee El	Male	Reading	1	19	59%
5	Waylee El	Male	Reading	2	9	28%
5	Waylee El	Male	Reading	3	2	6%
5	Waylee El	Male	Reading	4	2	6%
5	Waylee El	Male	Science	1	19	59%

5	Waylee El	Male	Science	2	11	34%
5	Waylee El	Male	Science	3	2	6%
5	Waylee El	Male	Writing	2	22	69%
5	Waylee El	Male	Writing	3	8	25%
5	Waylee El	Male	Writing	4	2	6%