

EDISON ENVIRONMENTAL SCIENCE ACADEMY ✧ K-6
924 Russell St., 49001
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Chuck Tansey, Principal

School Improvement Plan 2008 - 2009

District Mission Statement

Kalamazoo Public Schools will educate every child, every opportunity, every time.

School Mission Statement

The mission of Edison Environmental Science Academy is to ensure that each student demonstrates high academic achievement and becomes an ecologically responsible, contributing citizen through a nurturing and dedicated staff with a technologically advanced, integrated curriculum in cooperation with family and community.

Part II – Curriculum Development and Alignment / State Core Curriculum

The district is continuing to develop and implement a preK-12 core curriculum aligned with the state standards and benchmarks. The curriculum adheres to the new State School Improvement Framework. The district's *Curriculum Framework* document sets the timeline and process for examining the content areas of mathematics, language arts, science, social studies, world languages, fine arts, health and physical education and information literacy. The purpose of the *Curriculum Framework* is to ensure that the district systematically increases the alignment of our curriculum, professional development and assessment to state and national standards. A copy of the *Curriculum Framework* and core curriculum documents are housed in Teaching and Learning Services, with the Assistant Superintendent. There are no deviations from the State core curriculum and benchmarks.

Part III – Plan Development

A. Decision-Making Process / Site Based Decision Making

District: Currently working under the following Board Policy: The District will use a site-based decision-making process, involving students, parents/guardians, staff and community members when developing and implementing designated District activities and programs as specified by the Board/Superintendent team. Building profiles (encompassing attendance, parent involvement, self-discipline, assessment and special services) as well as a comprehensive assessment system were reviewed with each school to determine district and individual building improvements necessary to meeting the needs of all our children.

Building: All staff members are invited to be actively involved in our school improvement process and serve on our school improvement team. Decision-making and goal setting are done with input generated by staff, parents, and community members. Important decisions are made using a consensus method that aligns with district's continuous improvement plan.

B. Team Member Requirements / Parent Involvement Policies

Policy: The District will consistently work, in a variety of ways, to strengthen meaningful family participation in the education of their children.

Policy Specifics:

1. Families should feel they are welcome participants in the successful education of their children.
2. Families should feel they are informed participants in their children's learning.
3. District, building and staff decision-making should be enriched by family participation.

SIT Team Membership Verification

<u>Name</u>	<u>Position/Stakeholder Group</u>	<u>Role (i.e. chair, secretary)</u>
C. Tansey	Principal	Member
J. Kurtz	Staff	Co-Chair
N. Morford	Staff	Co-Chair
L. Tocco	Staff	Co-Chair
C. Ward	Staff	Secretary
C. Ullrey	Staff	Secretary
P. Hillsman	Parent	Parent Leader
E. Grabow	Staff	Member
E. Rapp	Staff	Member
M. Strung	Staff	Member
M. Pulley	Staff	Member
B. Smith	Staff	Member
M. Hansen	Staff	Member
B. Clopton-Bizzell	Staff	Member
Donna Carroll	Staff	Member
L. Brinkman	Staff	Member
T. Hodgson	Staff	Member
M. Timmons	Staff	Member
G. Garcia	Parent	Member
V. Gallegos	Parent	Member
W. Starks	Parent	Member
S. Baker	Parent	Member
A. McGee	Parent	Member
T. Endsley	Parent	Member
K. Hooper	Parent	Member
A. Manson Sr.	Parent	Member
B. Balwinski	Parent	Member
C. Myles	Parent	Member
N. Mason	Parent	Member

Agendas and Minutes Available as well as Meeting Day and Time

All school improvement materials are housed in the office of the principal. The meetings are held the 2nd Thursday, Monthly.

How Are Plans Developed, Reviewed and Adopted

It is the task of the School Improvement Team, the entire building staff and district administration to adopt procedures ensuring that all groups of students become proficient in the core areas. The School Improvement Team, in conjunction with the district coordinator of assessments, determines what will be needed to fully evaluate student achievement. Academic goals were developed based on a review of data in all core content areas. All goals were reviewed during the 2008-09 school year by the entire team and goals were written or adjusted based on the data.

What Constitutes Consensus

Consensus for the School Improvement Team is reached when all members agree through continued discussion and revision.

How Do All Stakeholders Receive Information and Provide Feedback

The School Improvement team invites input from staff, parent and community members concerning achievement data. Feedback is shared at faculty meetings, parent corps meetings and parent newsletters.

Part IV – No Child Left Behind Components

A. Michigan School Report Card

Met AYP: Composite Grade C, Phase 0, Identified for improvement: NO

B. Teacher/Administrator – Education Level

Staff	#	Bachelors	Masters	Masters+30	Doctorate
Administrators	1		1		
Teachers	30	22	6	2	

Teaching Staff and Title I Instructional Paraprofessionals

All staff is compliant with the NCLB requirements for highly qualified.

Teacher Mentoring Program

The Teacher Induction Model provides a mentor teacher to a cluster of new teachers. Each cluster (maximum of 10 new teachers) functions as a learning community, meeting with their mentor regularly for professional development and debriefing of individual/building level professional development.

Attracting High Quality Teachers to AYP Schools

The Board and the district administration are subject to the guidelines established in the Kalamazoo Education Association’s negotiated contract. We are working diligently to adopt new language that would give the district more freedom to enhance the teaching staff at AYP schools. To some degree, this is being done with the magnet schools and the closing and opening of one of the middle schools. As teaching positions open, we post them with the specific needs of individual schools to enable us to hire staff most qualified and willing to commit to the school’s strategic plan.

Part V - Plan Design/Implementation Components

A. Evaluation of Goals / Evaluation of Program/Student Improvement

District: The evaluation process is driven by data collected on each of the district’s goals that describe the effectiveness of the activities designed indicating strengths and weakness. The goals for the district are yearly evaluated and new or modified goals are established for the coming year.

B. Building:

Priority	Evidence of Improvement 2007 - 2008	Evidence Achieved Yes/No	What... <ul style="list-style-type: none"> Worked well Needs to be adjusted Changes need to be made Strengths to build on
Priority #1 Increase in ELA proficiency	<ul style="list-style-type: none"> Increase 3rd grade proficiency scores from 46% to 51% Increase 4th grade proficiency scores from 39% to 44% Increase 5th grade proficiency scores from 37% to 42% 	<p>No – decreased to 43%</p> <p>No – decreased to 37%</p> <p>No – increased to 39%</p>	Changes need to be made to the current reading block due to the achievement gap between reading and writing scores. An increased allocation of time for writing instruction will occur during the 2008-09 school year. It should be noted that at the 1st grade, Edison has seen the average percentile score increase by 11% on the ITBS. This is due to the 1 st grade literacy intervention program that was implemented during the 2007-08 school year.

Priority	Evidence of Improvement 2007 - 2008	Evidence Achieved Yes/No	What... <ul style="list-style-type: none"> Worked well Needs to be adjusted Changes need to be made Strengths to build on
Priority #2 Increase in mathematics proficiency	<ul style="list-style-type: none"> Increase 3rd grade proficiency scores from 58% to 63% Increase 4th grade proficiency scores from 69% to 72% Increase 5th grade proficiency scores from 38% to 43% 	Yes – increased to 68% No – decreased to 49% Yes – increased to 57%	Needs to be adjusted to include extra interventions for identified students in math instruction.

B. Needs Assessment

MEAP - Percent Scoring Proficient

READING													
Grade Level		ALL	Gender		Ethnicity			Economically Disadvantaged		English Language Learners		Special Education	
			Male	Female	African American	Hispanic	White	Yes	No	Yes	No	Yes	No
3rd Grade													
05-06	Building	59	48	74	52	TF	TF	59	TF	TF	55	TF	
	District	77	74	80	73	75	86	71	86	77	77	51	
06-07	Building	60	53	64	52	TF	81	55	TF	TF	62	TF	64
	District	73	69	76	64	67	84	67	84	62	73	44	75
07-08	Building	51	58	47	50	TF	50	50	TF	TF	50	TF	51
	District	76	74	79	70	71	85	70	92	69	77	50	79
4th Grade													
04-05	Building	69	68	70	80	TF	TF	66	TF	67	71	TF	
	District	71	68	74	62	61	83	63	87	67	71	39	
05-06	Building	47	44	50	41	TF	36	49	TF	TF	42	TF	
	District	65	65	65	55	62	77	56	80	65	65	38	
06-07	Building	57	45	80	52	TF	TF	55	TF	TF	60	TF	62
	District	71	67	75	60	64	85	61	87	64	72	33	75
07-08	Building	57	42	66	55	TF	63	53	TF	TF	57	TF	58
	District	71	70	73	60	71	84	63	90	67	72	42	74
5th Grade													
05-06	Building	40	43	38	41	TF	TF	36	TF	TF	44	TF	
	District	60	56	66	48	56	77	47	81	55	61	22	
06-07	Building	53	48	57	47	TF	54	54	TF	TF	55	TF	57
	District	66	63	68	56	57	78	56	83	52	67	35	69
07-08	Building	54	36	83	57	TF	TF	53	TF	TF	55	TF	60
	District	69	65	74	57	66	83	60	88	58	71	29	73
6th Grade (moved back from middle school)													
07-08	Building	43	TF	53	44	TF	TF	42	TF	TF	44	TF	44
	District	65	62	69	54	66	77	55	85	56	66	32	69

WRITING													
Grade Level	ALL	Gender		Ethnicity			Economically Disadvantaged		English Language Learners		Special Education		
		Male	Female	African American	Hispanic	White	Yes	No	Yes	No	Yes	No	
3rd Grade													
05-06	Building	20	22	16	21	TF	TF	20	TF	TF	19	TF	
	District	37	35	39	30	22	48	29	50	29	38	27	
06-07	Building	16	12	18	19	TF	6	17	TF	TF	15	TF	18
	District	35	29	41	28	22	47	27	52	29	36	18	55
07-08	Building	20	16	22	15	TF	25	18	TF	TF	17	TF	19
	District	41	34	47	29	28	57	30	65	33	42	16	43
4th Grade													
04-05	Building	26	16	35	32	TF	TF	29	TF	TF	31	TF	
	District	31	24	39	27	19	38	25	47	21	32	7	
05-06	Building	28	22	35	22	TF	27	30	TF	TF	24	TF	
	District	37	32	41	30	38	45	30	49	35	37	23	
06-07	Building	7	7	7	7	TF	TF	8	TF	TF	8	TF	8
	District	29	25	33	23	20	37	22	41	16	31	11	31
07-08	Building	12	11	13	6	TF	19	11	TF	TF	11	TF	13
	District	24	21	28	14	15	38	15	45	14	25	7	26
5th Grade													
05-06	Building	23	19	27	18	TF	TF	23	TF	TF	22	TF	
	District	45	38	54	38	38	56	38	58	42	46	19	
06-07	Building	28	24	32	26	TF	31	29	TF	TF	31	TF	31
	District	37	32	42	27	18	52	28	52	13	39	12	39
07-08	Building	11	11	11	11	TF	TF	9	TF	TF	12	TF	13
	District	43	40	46	29	27	61	31	67	23	45	9	46
6th Grade (moved back from middle school)													
07-08	Building	43	TF	42	44	TF	TF	38	TF	TF	44	TF	48
	District	62	56	68	49	58	76	51	83	46	63	20	60

ENGLISH LANGUAGE ARTS													
Grade Level	ALL	Gender		Ethnicity			Economically Disadvantaged		English Language Learners		Special Education		
		Male	Female	African American	Hispanic	White	Yes	No	Yes	No	Yes	No	
3rd Grade – 05-07 State Target-50% 07-08 State Target-60%													
05-06	Building	43	41	47	42	TF	TF	49	TF	TF	43	TF	
	District	66	64	68	56	56	79	85	78	59	66	41	
06-07	Building	46	18	61	35	TF	69	40	TF	TF	47	TF	52
	District	61	56	65	51	53	74	51	80	54	64	31	63
07-08	Building	43	37	47	41	TF	50	42	TF	TF	43	TF	45
	District	68	64	71	58	60	80	60	86	61	69	36	71
4th Grade – 05-07 State Target 48% 07-08 State Target 59%													
04-05	Building	51	47	55	52	TF	TF	49	TF	TF	59	TF	
	District	53	48	59	40	46	69	43	74	51	53	15	
05-06	Building	38	33	42	28	TF	27	40	TF	TF	31	TF	
	District	54	52	56	43	48	69	44	72	49	54	30	
06-07	Building	39	38	40	34	TF	TF	38	TF	TF	43	TF	41
	District	59	55	64	47	53	76	48	79	50	61	22	63
07-08	Building	37	21	47	32	TF	44	32	TF	TF	36	TF	40
	District	56	54	59	43	51	73	45	82	45	57	30	59
5th Grade – 05-07 State Target 48% 07-08 State Target 57%													
05-06	Building	30	24	35	32	TF	TF	26	TF	TF	34	TF	
	District	53	48	59	39	43	73	39	74	45	54	14	
06-07	Building	41	40	43	35	TF	TF	40	TF	TF	46	TF	37
	District	56	52	59	43	40	73	45	76	35	58	24	59
07-08	Building	39	25	61	40	TF	TF	38	TF	TF	38	TF	43
	District	64	59	68	49	61	81	53	87	54	65	23	67
6th Grade –07-08 State Target 56% (moved back from middle school)													
07-08	Building	36	TF	42	38	TF	TF	35	TF	TF	36	TF	40
	District	62	56	68	49	58	76	51	83	46	63	27	35

MATH													
Grade Level	ALL	Gender		Ethnicity			Economically Disadvantaged		English Language Learners		Special Education		
		Male	Female	African American	Hispanic	White	Yes	No	Yes	No	Yes	No	
3rd Grade – 05-07 State Target-59% 07-08 State Target-67%													
05-06	Building	61	56	68	55	TF	TF	61	TF	TF	60	TF	
	District	77	76	78	65	76	90	70	88	79	77	52	
06-07	Building	58	53	61	50	TF	76	55	70	TF	59	TF	61
	District	71	71	72	61	66	85	63	87	64	72	55	73
07-08	Building	68	79	61	67	TF	75	67	TF	TF	69	TF	72
	District	76	78	75	67	72	87	69	93	73	76	52	78
4th Grade – 05-07 State Target-56% 07-08 State Target-65%													
04-05	Building	64	70	58	73	TF	TF	64	TF	TF	75	TF	
	District	59	59	58	42	46	79	47	81	TF	58	39	
05-06	Building	44	48	40	31	TF	50	45	TF	TF	36	TF	
	District	62	63	61	50	64	77	54	77	67	62	42	
06-07	Building	69	55	94	72	TF	TF	68	TF	TF	73	TF	70
	District	70	68	71	58	60	85	61	86	59	71	46	72
07-08	Building	49	42	53	45	TF	56	45	TF	TF	49	TF	51
	District	66	67	64	53	56	84	55	89	55	67	49	67
5th Grade – 05-07 State Target-56% 07-08 State Target-62%													
05-06	Building	33	32	35	31	TF	TF	30	TF	TF	36	TF	
	District	55	55	54	36	49	78	41	77	48	55	24	
06-07	Building	38	40	36	34	TF	46	38	TF	TF	37	TF	43
	District	56	59	52	39	53	76	45	75	53	56	36	58
07-08	Building	57	50	67	49	TF	TF	56	TF	TF	52	TF	60
	District	59	61	58	42	57	78	48	83	48	61	33	62
6th Grade – 07-08 State Target-60% (moved back from middle school)													
07-08	Building	36	TF	32	38	TF	TF	35	TF	TF	40	TF	40
	District	55	49	46	31	35	69	33	75	23	50	28	59

SCIENCE													
Grade Level	ALL	Gender		Ethnicity			Economically Disadvantaged		English Language Learners		Special Education		
		Male	Female	African American	Hispanic	White	Yes	No	Yes	No	Yes	No	
5TH Grade													
05-06	Building District	23 61	29 62	19 61	24 46	TF 44	TF 81	21 50	TF 85	TF 44	27 63	TF 31	
06-07	Building District	43 56	37 56	50 55	31 36	TF 49	69 81	42 40	TF 80	TF 46	44 56	41 37	41 60
07-08	Building District	26 62	17 62	39 63	28 46	TF 60	TF 80	24 51	TF 86	TF 51	28 64	TF 50	27 63

SOCIAL STUDIES													
Grade Level	ALL	Gender		Ethnicity			Economically Disadvantaged		English Language Learners		Special Education		
		Male	Female	African American	Hispanic	White	Yes	No	Yes	No	Yes	No	
6TH Grade													
07-08	Building District	4 48	TF 49	0 46	6 31	TF 35	TF 69	4 33	TF 75	TF 23	4 50	TF 35	4 49

Iowa Test of Basic Skills (Percent of students meeting grade-level expectations)

Discipline	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		
	S	D	S	D	S	D	S	D	S	D	S	D	
Vocabulary	03-04	33	36	21	42	27	38	--	--	--	--	--	--
	04-05	40	40	28	44	26	38	29	39	--	--	15	30
	05-06	35	47	26	39	28	42	23	38	--	--	NA	33
	06-07	29	46	22	45	28	40	30	44	27	41	NA	35
	07-08	33	42	25	47	20	46	23	43	22	46	17	36
Comprehension	03-04	40	44	35	49	28	40	--	--	--	--	--	--
	04-05	46	47	42	48	27	42	28	47	--	--	21	37
	05-06	34	51	31	44	28	45	30	46	--	--	NA	36
	06-07	39	53	30	54	29	45	34	51	31	44	NA	38
	07-08	55	58	38	57	24	49	30	47	28	48	23	40
Reading Total	03-04	34	39	26	44	27	38	--	--	--	--	--	--
	04-05	42	44	34	45	27	40	29	43	--	--	17	35
	05-06	33	49	28	41	28	44	27	43	--	--	NA	35
	06-07	31	50	24	48	29	45	33	47	29	43	NA	37
	07-08	42	50	30	51	22	48	27	45	25	47	20	39
Reading Grade Equivalent	03-04	1.5	1.6	2.2	2.7	2.9	3.5	--	--	--	--	--	--
	04-05	1.6	1.7	2.4	2.7	2.9	3.4	3.9	4.5	--	--	4.5	5.7
	05-06	1.5	1.8	2.2	2.6	3.0	3.6	3.8	4.4	--	--	NA	5.8
	06-07	1.5	1.8	2.1	2.8	3.0	3.5	4.0	4.7	4.6	5.4	NA	6.0
	07-08	1.6	1.8	2.3	2.8	2.8	3.7	3.7	4.6	4.3	5.6	4.7	6.1
Math Total	04-05	28	30	20	41	17	34	22	--	--	--	24	--
	05-06	18	32	25	37	21	35	22	36	--	--	NA	38
	06-07	17	32	20	40	21	32	26	39	31	39	NA	38
	07-08	29	35	27	39	18	38	22	37	23	43	23	39
Math Grade Equivalent	04-05	1.3	1.4	2.1	2.6	2.8	3.4	3.8	--	--	--	5.2	--
	05-06	1.4	1.5	2.3	2.5	2.9	3.4	3.8	4.3	--	--	NA	6.2
	06-07	1.2	1.5	2.1	2.6	2.9	3.3	3.9	4.4	4.8	5.3	NA	6.2
	07-08	1.4	1.6	2.3	2.5	2.8	3.5	3.8	4.3	4.5	5.4	5.1	6.2

IOWA READING																			
ITEMS	Gender				Ethnicity						Free/Reduced Lunch				Special Education				
	Female		Male		African American		Hispanic		White		No		Yes		No		Yes		
	S	D	S	D	S	D	S	D	S	D	S	D	S	D	S	D	S	D	S
Vocabulary																			
1st Grade																			
	05-06	33	48	36	46	33	35	46	35	32	63	28	70	36	36	37	48	13	28
	06-07	32	47	24	46	27	34	25	31	40	62	50	70	27	35	29	51	--	21
	07-08	29	45	35	42	26	29	17	34	55	57	34	63	32	31	32	44	36	22
2nd Grade																			
	05-06	32	38	19	40	24	28	15	22	32	59	54	69	25	27	29	41	10	17
	06-07	22	47	19	44	20	30	16	32	27	60	15	71	23	32	22	46	5	16
	07-08	24	48	25	47	26	30	16	26	43	72	34	80	24	31	25	49	23	24
3rd Grade																			
	05-06	34	45	25	41	31	31	17	28	31	58	78	65	26	31	29	44	16	17
	06-07	34	40	25	42	23	29	32	26	41	55	48	62	27	30	32	41	5	24
	07-08	20	49	19	44	20	34	19	40	19	61	33	70	19	36	22	48	8	24
4th Grade																			
	05-06	45	39	25	40	17	27	34	21	36	58	45	64	23	27	25	39	9	21
	06-07	38	44	25	43	29	30	21	28	32	62	47	67	26	34	30	45	12	20
	07-08	31	42	17	46	18	31	12	30	36	62	68	68	19	33	24	45	10	25
5th Grade																			
	06-07	22	37	33	44	21	27	49	29	38	59	18	67	28	29	30	43	11	20
	07-08	21	45	21	47	21	29	19	34	29	65	89	72	21	33	23	49	9	11
6th Grade																			
	07-08	11	35	30	37	11	23	43	29	28	56	8	64	17	24	19	39	5	14

IOWA READING																			
ITEMS	Gender				Ethnicity						Free/Reduced Lunch				Special Education				
	Female		Male		African American		Hispanic		White		No		Yes		No		Yes		
	S	D	S	D	S	D	S	D	S	D	S	D	S	D	S	D	S	D	S
Comprehension																			
1 Grade																			
	05-06	37	53	28	49	31	4	52	42	31	64	37	71	34	40	35	52	23	33
	06-07	43	55	26	52	36	41	41	40	43	67	65	75	35	42	39	54	--	27
	07-08	56	61	55	57	51	48	50	54	67	68	55	72	55	50	56	59	51	41
2nd Grade																			
	05-06	32	45	24	43	30	33	24	40	34	58	50	67	30	34	33	46	10	13
	06-07	32	58	27	52	28	39	30	52	29	66	15	76	33	42	31	56	3	12
	07-08	41	59	35	57	41	41	31	47	52	74	55	80	37	45	39	59	29	40
3rd Grade																			
	05-06	44	50	21	42	28	31	36	37	28	62	66	67	27	33	29	48	18	17
	06-07	39	47	22	44	26	30	25	36	40	61	51	68	26	33	32	46	9	19
	07-08	24	53	23	46	23	34	34	40	21	65	29	71	24	37	26	52	11	21
4th Grade																			
	05-06	49	50	30	45	26	33	46	35	33	64	61	68	29	36	33	49	6	15
	06-07	48	54	31	48	36	36	37	40	19	66	58	72	30	39	36	53	8	15
	07-08	39	49	18	47	25	33	29	40	42	65	72	70	25	36	31	50	9	23
5th Grade																			
	06-07	34	45	28	44	24	31	49	29	44	59	43	67	30	34	34	47	14	18
	07-08	33	50	26	47	28	34	27	38	28	65	96	70	26	37	30	51	7	11
6th Grade																			
	07-08	24	42	21	39	19	28	51	37	27	56	17	65	23	29	25	43	7	14

IOWA READING																			
ITEMS	Gender				Ethnicity						Free/Reduced Lunch				Special Education				
	Female		Male		African American		Hispanic		White		No		Yes		No		Yes		
	S	D	S	D	S	D	S	D	S	D	S	D	S	D	S	D	S	D	S
Reading Totals																			
1 Grade																			
	05-06	33	51	31	48	30	36	49	36	29	66	30	75	33	36	34	50	11	29
	06-07	35	51	21	49	28	35	29	33	40	37	58	76	29	37	31	51	--	21
	07-08	39	53	44	50	35	35	27	43	63	65	44	71	42	38	42	52	42	26
2nd Grade																			
	05-06	37	41	22	41	26	30	18	29	32	58	51	67	27	29	30	42	9	15
	06-07	25	52	22	47	23	33	21	41	29	62	14	73	26	36	25	50	2	15
	07-08	31	53	29	51	32	35	21	35	46	72	43	79	29	37	31	53	25	31
3rd Grade																			
	05-06	39	48	24	42	30	31	27	33	29	61	72	66	27	32	30	46	17	17
	06-07	37	44	23	43	25	30	28	31	41	58	50	66	27	32	32	44	5	21
	07-08	23	51	22	45	22	34	27	40	20	64	31	71	22	37	25	50	9	23
4th Grade																			
	05-06	46	45	25	44	22	31	41	29	37	61	53	66	26	32	29	45	8	17
	06-07	43	49	29	46	33	34	30	35	24	64	53	70	29	37	34	49	9	17
	07-08	37	45	17	46	22	32	21	36	39	63	70	69	22	35	29	47	9	23
5th Grade																			
	06-07	29	42	29	43	22	29	48	30	41	60	31	67	29	32	32	45	11	19
	07-08	29	47	24	46	25	32	23	38	28	65	95	72	24	35	28	49	7	11
6th Grade																			
	07-08	18	40	24	39	15	25	47	34	27	57	11	66	20	27	23	42	4	14

IOWA READING

ITEMS	Gender				Ethnicity						Free/Reduced Lunch				Special Education			
	Female		Male		African American		Hispanic		White		No		Yes		No		Yes	
	S	D	S	D	S	D	S	D	S	D	S	D	S	D	S	D	S	D
Reading Grade Level																		
1st Grade																		
05-06	1.5	1.8	1.5	1.7	1.5	1.5	1.7	1.5	1.5	2.1	1.5	2.3	1.5	1.5	1.5	1.8	1.1	1.5
06-07	1.5	1.8	1.3	1.8	1.4	1.5	1.5	1.5	1.6	2.1	2.0	2.3	1.5	1.6	1.5	1.8	--	1.3
07-08	1.6	1.9	1.7	1.8	1.5	1.5	1.4	1.6	2.1	2.1	1.7	2.2	1.6	1.6	1.6	1.9	1.6	1.4
2nd Grade																		
05-06	2.4	2.6	2.0	2.3	2.2	2.3	1.9	2.3	2.3	3.0	2.8	3.3	2.2	2.3	2.3	2.6	1.5	1.8
06-07	2.1	2.8	2.1	2.7	2.1	2.4	2.0	2.6	2.3	3.1	1.7	3.5	2.2	2.4	2.1	2.8	1.5	1.8
07-08	2.3	2.9	2.3	2.8	2.3	2.4	2.0	2.4	2.7	3.4	2.6	3.8	2.3	2.4	2.3	2.9	2.1	2.3
3rd Grade																		
05-06	3.4	3.7	2.8	3.4	3.0	3.1	2.9	3.1	3.0	4.2	4.7	4.4	2.9	3.1	3.0	3.7	2.6	2.6
06-07	3.3	3.5	2.8	3.5	2.9	3.0	3.0	3.1	3.4	4.1	3.8	4.4	2.9	3.1	3.1	3.5	2.0	2.7
07-08	2.8	3.9	2.7	3.6	2.7	3.2	2.9	3.4	2.7	4.3	3.1	4.7	2.7	3.3	2.8	3.8	2.1	2.8
4th Grade																		
05-06	4.6	4.6	3.7	4.5	3.4	3.9	4.3	3.9	4.1	5.3	5.0	5.6	3.7	4.0	3.9	4.6	2.7	3.2
06-07	4.5	4.8	3.9	4.6	4.0	4.0	3.9	4.1	3.6	5.4	4.9	4.9	3.9	4.2	4.0	4.8	2.8	3.2
07-08	4.1	4.6	3.2	4.6	3.5	4.0	3.4	4.1	4.3	5.4	5.9	5.8	3.4	4.1	3.8	4.7	2.8	3.6
5th Grade																		
06-07	4.6	5.3	4.6	5.4	4.1	4.6	5.7	4.8	5.3	6.4	4.7	6.9	4.6	4.8	4.8	5.5	3.4	4.0
07-08	4.6	5.6	4.3	5.6	4.3	4.8	4.2	5.1	4.6	6.7	10.0	7.2	4.3	5.0	4.5	5.8	3.1	3.4
6th Grade																		
07-08	4.6	6.1	5.0	6.0	4.3	5.1	6.6	5.7	5.2	7.3	4.0	7.9	4.8	5.2	4.9	6.2	3.3	4.2

IOWA MATH

ITEMS	Gender				Ethnicity						Free/Reduced Lunch				Special Education			
	Female		Male		African American		Hispanic		White		No		Yes		No		Yes	
	S	D	S	D	S	D	S	D	S	D	S	D	S	D	S	D	S	D
Math Totals																		
1st Grade																		
05-06	19	31	17	43	17	21	32	26	13	52	18	60	18	22	19	34	7	12
06-07	14	30	17	34	18	19	13	20	16	52	27	61	16	22	17	33	--	10
07-08	26	34	30	37	25	22	29	35	45	62	26	56	29	26	29	37	26	18
2nd Grade																		
05-06	23	34	31	42	21	26	18	29	29	55	67	64	24	27	27	39	3	9
06-07	17	39	23	43	15	25	26	35	31	57	16	64	19	29	19	42	5	9
07-08	21	36	32	43	28	23	22	30	41	62	34	67	26	27	27	40	23	23
3rd Grade																		
05-06	25	35	21	36	21	23	28	30	24	53	42	59	20	25	23	36	3	12
06-07	21	31	26	35	16	26	19	24	36	51	27	57	20	24	22	33	11	19
07-08	14	37	26	39	19	21	30	31	12	57	21	63	18	28	19	40	11	16
4th Grade																		
05-06	NA	35	3	39	19	24	48	32	11	55	51	59	21	28	27	38	1	16
06-07	31	39	23	41	26	26	22	30	26	55	34	63	24	30	27	41	14	15
07-08	24	35	29	39	12	24	63	29	47	57	44	63	20	27	23	38	3	24
5th Grade																		
06-07	32	37	30	41	23	25	41	33	50	56	34	62	31	27	36	40	4	19
07-08	25	42	17	43	24	29	24	35	19	59	72	66	22	31	26	45	2	14
6th Grade																		
07-08	21	39	25	38	23	24	26	33	24	56	32	62	22	27	26	41	4	16

IOWA MATH

ITEMS	Gender				Ethnicity						Free/Reduced Lunch				Special Education			
	Female		Male		African American		Hispanic		White		No		Yes		No		Yes	
	S	D	S	D	S	D	S	D	S	D	S	D	S	D	S	D	S	D
Math Grade Level																		
1st Grade																		
05-06	1.2	1.4	1.2	1.6	1.2	1.3	1.5	1.4	1.1	1.9	1.2	2.0	1.2	1.3	1.2	1.5	K.9	1.1
06-07	1.1	1.4	1.2	1.5	1.2	1.2	1.1	1.3	1.2	1.9	1.4	2.0	1.2	1.3	1.2	1.5	--	1.0
07-08	1.4	1.6	1.4	1.6	1.4	1.3	1.4	1.6	1.7	1.8	1.4	1.9	1.4	1.4	1.4	1.6	1.4	1.2
2nd Grade																		
05-06	2.2	2.4	2.4	2.6	2.2	2.3	2.1	2.3	2.3	2.9	3.2	3.2	2.2	2.3	2.3	2.5	1.3	1.8
06-07	2.1	2.5	2.2	2.6	2.0	2.2	2.3	2.5	2.4	3.0	2.0	3.2	2.1	2.3	2.1	2.6	1.5	1.7
07-08	2.2	2.5	2.4	2.6	2.3	2.2	2.2	2.4	2.6	3.1	2.4	3.2	2.3	2.3	2.3	2.6	2.2	2.2
3rd Grade																		
05-06	3.1	3.4	2.9	3.5	2.9	3.0	3.2	3.3	3.0	3.9	3.6	4.1	2.9	3.1	3.0	3.5	2.0	2.5
06-07	2.9	3.3	3.2	3.5	2.7	2.9	3.0	3.0	3.5	3.9	3.2	4.0	2.9	3.0	3.0	3.4	2.5	2.8
07-08	2.6	3.5	3.2	3.6	2.8	3.1	3.3	3.3	2.5	4.0	2.9	4.3	2.8	3.2	2.8	3.6	2.5	2.7
4th Grade																		
05-06	NA	4.3	2.5	4.4	3.6	3.9	4.7	4.2	3.2	5.0	4.8	5.2	3.7	4.0	3.9	4.4	2.1	3.5
06-07	4.2	4.4	3.8	4.5	3.9	3.9	3.8	4.1	3.9	5.0	4.3	5.4	3.9	4.1	4.0	4.5	2.8	3.5
07-08	3.9	4.3	4.1	4.4	3.3	3.9	5.4	4.1	4.7	5.1	4.6	5.4	3.6	3.9	3.8	4.4	2.5	3.9
5th Grade																		
06-07	4.9	5.1	4.8	5.4	4.5	4.6	5.4	5.0	5.8	6.2	5.1	6.5	4.8	4.7	5.1	5.4	3.3	4.3
07-08	4.8	5.4	4.3	5.5	4.5	4.8	4.5	5.1	4.3	6.3	7.1	6.7	4.4	4.9	4.6	5.6	3.0	4.0
6th Grade																		
07-08	5.1	6.2	5.3	6.2	5.2	5.3	5.4	5.9	5.2	7.3	5.8	7.8	5.1	5.4	5.4	6.3	3.6	4.7

SCHOOL PROFILE FOR NEEDS ASSESSMENT

School Demographics – Disaggregated by percent

YEAR	Native American		African American		Asian		Hispanic		White		Males		Females		F/R Lunch		Paid Lunch		TOTAL POPULATION
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
04-05	6	1.7	207	60.0	2	0.6	47	13.6	83	24.1	177	51.3	168	48.7	332*	95.0*	17*	5.0*	345
05-06	5	1.6	192	63.2	3	1.0	37	12.2	67	22.0	145	47.7	159	52.3	285*	94.0*	17*	6.0*	304
06-07	5	1.6	208	65.8	4	1.3	25	7.9	74	23.4	168	53.2	148	46.8	273*	83.0*	54*	17.0*	316
07-08	7	1.9	230	63.4	4	1.1	37	10.2	85	23.4	183	50.4	180	49.6	346*	94.5*	20*	5.5*	363

*12/6/07\State Count\Lunch Data

Yearly Attendance

YEAR	Native American	African American	Asian	Hispanic	White	Total
04-05	90.1	91.3	72.8	90.4	89.2	90.6
05-06	88.6	91.2	81.6	91.7	90.0	90.8
06-07	90.7	91.7	90.1	92.9	91.1	91.6
07-08	92.3	92.8	92.6	95.6	91.6	92.8

Suspensions (# of suspensions)

Ethnicity	04-05			05-06			06-07			07-08		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
N/A	0	1	1	0	0	0	0	0	0	0	3	3
Af/A	63	31	94	31	10	41	56	12	68	159	43	202
Asian	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	3	0	3	1	1	1	2	0	2	19	1	20
White	15	3	18	16	0	16	10	3	13	60	3	63
Total	81	35	116	48	11	59	68	15	83	238	50	288
District	875	269	1144	749	219	968	1247	345	1592	1655	409	2064

Suspensions (# of students suspended)

Ethnicity	04-05			05-06			06-07			07-08		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
N/A	0	1	1	0	0	0	0	0	0	0	2	2
Af/A	36	17	53	16	8	24	27	10	37	52	23	75
Asian	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	3	0	3	1	1	2	2	0	2	5	1	6
White	7	2	9	6	3	9	8	3	11	11	1	12
Total	47	20	66	23	12	35	37	13	50	66	27	95
District	453	150	603	402	134	536	507	187	694	639	217	856

Offenses Category II (violent) & all Category III
6 or more infractions per year

Infraction	04-05	05-06	06-07	07-08
Fighting	73	43	56	

Special Education

Year	Newly Identified	>10 Days Suspension
04-05	1 White; 2 Black	0
05-06	1 Black/Male; 1 Hispanic/Male	0
06-07	3 Black/Males	0
07-08		

Parent/Teacher Conferences by Percent

	04-05		05-06		06-07		07-08	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Minority	81	86	91	84	82	82	88	84
Non-Minority	84	93	18	94	86	90	90	90
Total	82	88	83	87	83	83	88	85

C. Student Academic Goals / program design (scientifically based methods and strategies)

Section I: School Comprehensive Analysis Report on Student Achievement (based on Comprehensive Needs Assessment)	
Content area: English-Language Arts	<input type="checkbox"/> New Active Goal <input type="checkbox"/> Maintenance Goal <input checked="" type="checkbox"/> Revised Goal
Goal statement #1: All students will be reading and writing at, or above grade-level.	
Statement of gap: Based on the data review, there are a significant percentage of students scoring below grade-level especially in writing.	
Contributing cause for the gap: On average, 3 rd -5 th grade students scored 40% points lower on the writing portion of the MEAP compared to reading.	
List multiple sources of data used to identify this gap in student achievement: MEAP, IOWA, DIBELS, GATES, Text-Leveling, EdPerformance.	
Section II: Strategies/Action Steps	
Measurable Objective Statement to Support Goal: Improve percent of students scoring proficient on the English-Language Arts portion of the MEAP by a minimum of 5% at applicable grade-levels.	
Strategy Statement: A carefully designed early intervention program for children who experience difficulty in learning to read and write will continue to be implemented at the K-1 levels.	

Activity to implement the strategy (include P.D.)	Staff position responsible for implementing activity		Timeline for activity		Resources needed for activity		Monitoring Plan for the activity	Evidence of activity success
	Staff	Source/\$	Begin	End	Materials	Source/\$		
1 st grade intervention program, both during beyond the core reading block, in which students are placed in flexible groups to receive reading interventions at their instructional level.	Literacy Interventionist Hourly Tutors Literacy Coach	Title I/\$40,000 Reading First, hourly tutors/\$18,740 Reading First, Literacy Coach/\$86,144	Sept08	Jun09	Leveled readers Harcourt intervention kits Reading Mastery, Fast Cycle Benchmark Phonics Kits	Most has already purchased with 2007-08 Title I & Reading First Funds. Benchmark Kits Title I/\$362	Text-leveling - 3 times/year DIBELS – 3 times/year	Increase in percent of students scoring at or above grade-level on both the Text-leveling and DIBELS Assessments. % of 1 st grade students at or above grade-level will increase on the IOWA (% increase will be added after IOWA results are available)
Kindergarten intervention program, both during and beyond the core reading block, in which students are placed in flexible groups to receive reading interventions at their instructional level.	Literacy Interventionist Hourly Tutor Literacy Coach	Title I/\$40,000 Reading First, hourly tutors/\$18,740 Reading First, Literacy Coach/\$86,144	Jan09	Jun09	Leveled readers Harcourt intervention kits Benchmark Phonics Kits	Most has already purchased with 2007-08 Title I & Reading First Funds. Benchmark Kits Title I/\$362	Text-leveling - 3 times/year DIBELS – 3 times/year	Increase in percent of students scoring at or above grade-level on both the Text-leveling and DIBELS Assessments. % of Kindergarten students at or above grade-level will increase on the GATE (% increase will be added after IOWA results are available)
Reading Recovery for identified 1 st grade students.	Reading Recovery Teachers	Title I/\$20,000	Sept08	June09	None	N/A	Text-leveling - 3 times/year DIBELS – 3 times/year	Increase in percent of students scoring at or above grade-level on both the Text-leveling and DIBELS Assessments. % of 1 st grade students at or above grade-level will increase on the IOWA (% increase will be added after IOWA results are available)
Small group reading interventions for identified 4 th -5 th grade students.	Achievement & Behavior Support Specialist Hourly Tutors	Title I/\$26,071 Title I/\$33,323	Sept08	Jun09	Read Naturally Corrective Reading	Already purchased with previous Title I funds.	DIBELS – 3 times/year	% of 4 th -5 th grade students scoring proficient on the ELA portion of the MEAP assessment will increase by at least 5%.
School-wide model of structured note-taking and summarizing of information will be implemented during 60 minute writing block.	Teachers	None	Sept08	Jun09	None	None	Common writing assessments – 3 times/year	% of 4 th -5 th grade students scoring proficient on the writing portion of the MEAP assessment will increase by at least 5%.

**Section I: School Comprehensive Analysis Report on Student Achievement
(based on Comprehensive Needs Assessment)**

Content area: Math New Active Goal Maintenance Goal Revised Goal

Goal statement #2: All students will be performing mathematics at or above grade level.

Statement of gap: Based on the data review, there is a significant percentage of students scoring below grade-level.

Contributing cause for the gap: At the 4th grade level, the District had 17% more students scoring at the proficient level on the MEAP.

List multiple sources of data used to identify this gap in student achievement: MEAP, IOWA, EdPerformance

Section II: Strategies/Action Steps

Measurable Objective Statement to Support Goal: To improve student math performance by 7%.

Strategy Statement: Students who struggle in the area of math will work in small groups to work on activities, problems and assignments.

Activity to implement the strategy (include P.D.)	Staff position responsible for implementing activity		Timeline for activity		Resources needed for activity		Monitoring Plan for the activity	Evidence of activity success
	Staff	Source/\$	Begin	End	Materials	Source/\$		
Small group math interventions for identified 3 rd – 5 th grade students.	Achievement & Behavior Support Specialists	Title I/\$26,071	Sept08	June09	Connecting Math Concepts	Title I/\$773	End of unit Everyday Math assessments - Monthly	MEAP IOWA
	Hourly Tutors	Title I/\$16,615						
Interventions for identified 1 st -2 nd grade students	Hourly Tutors	Title I/\$16,615	Sept08	June09	Connecting Math Concepts	Title I/\$773	End of unit Everyday Math assessments - Monthly	IOWA

**Section I: School Comprehensive Analysis Report on Student Achievement
(based on Comprehensive Needs Assessment)**

Content area: Science and Social Studies New Active Goal Maintenance Goal Revised Goal

Goal statement #3: All students will be performing science at or above grade level.

Statement of gap: 26% of 5th graders passed the science MEAP assessment.

Contributing cause for the gap: Edison's female students scored 22% points higher than males on the 5th grade science MEAP assessment.

List multiple sources of data used to identify this gap in student achievement: MEAP

Section II: Strategies/Action Steps

Measurable Objective Statement to Support Goal: Students scoring proficient on the science MEAP will increase by 7% at the 5th grade.

Strategy Statement: Instruction will be organized into broad, thematically based clusters of work through which reading, writing and speaking activities are interrelated to promote understanding of the connection among the activities and ideas.

Activity to implement the strategy (include P.D.)	Staff position responsible for implementing activity		Timeline for activity		Resources needed for activity		Monitoring Plan for the activity	Evidence of activity success
	Staff	Source/\$	Begin	End	Materials	Source/\$		
Develop a thematic curriculum that integrates concepts from the fields of science & social studies into other core content areas.	Magnet curriculum teacher	MSAP/\$80,000	Sept08	June09	N/A		Lesson plans, classroom walkthroughs and formal classroom observations, federal evaluation of magnet program.	Increase in percent of students scoring at the proficient level in science and social studies.
Student participation within the community through Edison's summer garden program.	Magnet staff	MSAP/\$25,000	June08	Aug09			Federal evaluation of Magnet Program	Increase in percent of students scoring at the proficient level in science and social studies.
Classroom activities that encourage inquiry-based model of instruction and offers collaboration between students, increases the use of technology and ties all learning to real world experiences.	Magnet curriculum teacher	MSAP/\$80,000	Sept08	June09			Lesson plans, classroom walkthroughs and formal classroom observations, federal evaluation of magnet program.	Increase in percent of students scoring at the proficient level in science.
	Magnet technology support specialist	MSAP/\$25,000						
	Classroom teachers.	General Fund						
Professional development for staff using the inquiry-based model of instruction, technology in the classroom, how poverty can effect learning and thematic curriculum.	Magnet curriculum teacher	MSAP/\$80,000	July08	June09			Lesson plans, classroom walkthroughs and formal classroom observations, federal evaluation of magnet program.	Increase in percent of students scoring at the proficient level in science.
	Magnet technology support specialist	MSAP/\$25,000						
	Classroom teachers.	General Fund MSAP/\$15,000						

D. School Improvement Resource Allocation

Expenditure	Support for Expenditure	Funding Source & Cost for Expenditure	
		Title I	Other Funding Sources
Literacy Interventionist, Hourly Tutors, Achievement and Behavioral Support Specialist salaries. Reading Recovery expenses and Literacy Coach salary.	Goal 1: All students will be reading and writing at, or above grade-level.	\$159,394	(Reading First) \$104,884
Hourly Tutors, Achievement and Behavioral Support Specialist salaries.	Goal 2: All students will be performing mathematics at or above grade level.	\$59,394	(fund name) _____ \$
Magnet program development and implementation	Goal 3: All students will be performing science at or above grade level.	\$	(MSAP Grant) _____ \$145,000
Parental Involvement	Goal 1: All students will be reading and writing at, or above grade-level. Goal 2: All students will be performing mathematics at or above grade level. Goal 3: All students will be performing science at or above grade level.	\$2,711	(fund name) _____ \$
Supplies needed for Title I staff.	Goal 1: All students will be reading and writing at, or above grade-level. Goal 2: All students will be performing mathematics at or above grade level.	\$2,771	(fund name) _____ \$
Full Day Kindergarten	Goal 1: All students will be reading and writing at, or above grade-level. Goal 2: All students will be performing mathematics at or above grade level.	\$160,178	(fund name) _____ \$
Total		\$384,448	

*Must equal the total submitted in your Title I budget to the Business Office.

**E. Extended Learning
Before- and After-School Programs**

District: Kalamazoo Communities in Schools (KCIS) brings together major service providers, school officials, community volunteers, business leaders and other concerned citizens to focus on the needs of K-12 schools and students. KCIS provides personal one-on-one relationships with a caring adult, a safe place to learn and grow; a chance to give back to peers and the community, a healthy start for a healthy future and a marketable skill to use upon graduation. KCIS creates partnerships with community organizations and individuals to bring their expertise and talents directly to students in the schools they attend. By

helping to address social, emotional and physical needs as well as helping to extend learning opportunities, KCIS can increase the number of students who choose success. Kalamazoo Public Schools has ten full-service schools.

Building: Students have the option of becoming members the Boy's and Girls club.

Summer Extended Learning Program - Elementary

Student PreK-5 grade who have been identified as performing below grade level are eligible for the Elementary Summer Literacy Program. First grade students who have been evaluated and monitored as performing below grade level objectives by a team consisting of the principal, teachers, parent and itinerant staff is required to attend. Any student who has been identified and does not attend Elementary Summer Literacy program will be retained. Following the end of the program, a determination of student promotion to the second grade will be made.

VI – Development and Utilization of Community Resources/Parent Involvement

A. Strategies to Increase Parent/Guardian Involvement in School Improvement Planning.

EESA hires several Title I Parent Corps employees who are involved in providing input for School Improvement. They attend Title I meetings that focus on ways to be actively involved in schools.

B. Strategies to Increase Parent/Guardian Involvement in Building

Parent Corps employees are involved in Lunch and Learn, one on one tutoring, small group instruction, and P.T.O.

C. Evaluation of Parent Involvement Activities

Parent involvement is evaluated using a monthly report and an end of year report.

D. Community Resources

EESA is served by Kalamazoo Community in Schools (KCIS.). We have many agencies involved in our school, such as local businesses, volunteers, WMU student interns and the Kalamazoo Nature Center.

VII - Coordination

EESA has been fortunate to continue to implement the Reading First grant for the 2007-2008 school year. Many of our students attend PEEP at Edison as pre-schoolers. We receive extra assistance from the bilingual department. We have two special education resource rooms. Teachers of regular education and special education meet regularly to evaluate academic concerns and student goals throughout the school year. We serve a very large population of homeless students. Our reflection center staff works diligently with our student population.

VIII - Transition

A. Pre-school to Kindergarten

- Community day for kindergarten orientation.
- Early Reading First Program.
- Pre-kindergarten and Head Start students are pre-tested to assess their academic development.
- Pre-kindergarten teachers and Head Start staff make end-of-year home visits.
- Pre-kindergarten programs have been moved to the elementary school buildings.

B. Sixth to Middle School

- Site visit made by middle school staff to incoming middle school students.
- Students will visit the middle school which they will be attending.

Date Submitted

March 28, 2008