

Memphis Elementary School 2010-2011 Annual Report – Introduction

Aug. 22, 2011

Dear Parents and Members of the Community:

Each year Memphis Elementary School provides parents and community members with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress made by Elementary students. The AER addresses the reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP), teacher highly qualified status, School Improvement Plan, Core Curriculum, and more. If you have any questions about the AER, please contact the Elementary principal, Nancy S. Thomson, for assistance.

The AER is available for you to review electronically by visiting www.memphis.k12.mi.us or you may request a copy at your child's school office.

AYP Summary:

Memphis Elementary made Adequate Yearly Progress (AYP) in English Language Arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. Each year the staff works towards improving student achievement and reaching the AYP goal. AYP performance level percentages to be reached are set by the federal government as part of No Child Left Behind. Additional information on AYP is provided in the Annual Report. We appreciate the continued support of parents, staff and our community in this effort.

Basic Facts about Memphis Elementary

Pupil Assignment Process 2010-2011*:

Kindergarten through Grade 5 is located at Memphis Elementary School. A Great Start Readiness Program grant funded preschool for 4-year-olds is offered at Memphis Elementary. In addition a parent pay 3- and 4-year-old preschool program is also offered at the Elementary School. Adventures Daycare, providing service to children 0-12 is located in the Elementary School. Memphis Elementary provides a comfortable learning environment where children are supported, nurtured and academically thrive.

The Memphis Community School District has a policy and process in place for non-district residents' school of choice requests. Copies are available at the Administrative Office.

*This information was the same in the 2009–10 school year.

School Improvement Status 2010-2011*:

The Elementary School Improvement Plan is reviewed annually by our staff and submitted to the State of Michigan Department of Education.

During the 2010-2011 school year, we collected data in the areas of achievement, demographics, process and perception. We surveyed parents, teachers, students and support staff. The data collected and review helped to provide direction for our school improvement goal setting process.

The Memphis Elementary School Improvement Team set four goals to increase student performance in each core content area. We reviewed, revised, and aligned the curriculum, instructional practices, and assessments used at Memphis Elementary.

Our first goal was to improve written expression scores as measured by MEAP testing. All staff were trained in the use of the Write Well Curriculum. Teachers provided students with a 45 minute daily time block devoted to writing instruction.

Two, a goal was set to increase math skills and performance as measured by MEAP testing. The Saxon Math Program was implemented in the fall of 2010. Teachers were trained in the use of the program. A resource book of math strategies was developed to assist in the instruction of multiple strategies for problem solving.

Three, a goal was set to increase comprehension of informational text to assist students in understanding of social studies and science materials. Teachers provided study guides, increased vocabulary activities, and developed the concept of summarization with students.

Four, our final goal was to improve and increase parental involvement for all students. We developed a program to help establish a social network group for support between school and home. Parents were encouraged to participate in school activities. Programs were developed to assist parents in helping their children to learn.

We implemented the use of Dynamic Indicators of Basic Early Literacy Skills, and we trained teachers and instructional aides to use the DIBELS assessment. We also reviewed supports given to students experiencing academic difficulty by the implementation of progress monitoring and the used of tiered supports – strategic, extensive and basic classroom.

Memphis Elementary School is a Schoolwide Title I school. Additional supports are given to all students to help more students be academically successful.

Specialized Schools and Alternative Education:

The following programs are offered to Memphis students:

- Woodland Developmental Center serves students with severe learning disabilities to age 26. In 2009–10, five students attended Woodland Developmental Center.

Core Curriculum 2010-11*:

Memphis Elementary has aligned each subject of the core academic curriculum (reading, math, science, social studies) to the Michigan Curriculum Framework with focus on Grade Level Content expectations (GLCEs). During the 2009-2010 school year realignment began to match or align the curriculum with the Common Core Curriculum required by the Michigan Department of Education in English Language Arts and Mathematics. The Michigan Citizenship Collaborative Curriculum for Social Studies was implemented to meet the content expectations. The curriculum is reviewed every four years by the District School Improvement Team, building-level school improvement teams and department-level teachers. Recommendations are made for revisions to the curriculum and for the purchase of needed textbooks and supplemental materials. Yearly professional development is provided in all four of the core academic areas to provide staff with the opportunity to improve instruction and student learning in each subject. In addition, other non-core subject areas (such as fine arts, foreign language and health/physical education) are reviewed once every four years. All curriculum review is done with the goal of having Memphis Community Schools' curriculum aligned with state standards and requirements, providing students with the greatest opportunity to excel in all academic areas. During the 2010-2011 school year, the math curriculum was reviewed.

*This information was the same in the 2008-09 school year.

Alternate Assessment Data:

Classroom teachers use a variety of methods to assess students. Memphis Elementary annually administers the MEAP test to students in grades 3-5. Teachers also monitor progress with Direct Reading Assessments, Dynamic Indicators of Basic Literacy Skills, monthly sight word and phonemic awareness testing, Star Reading and Math Tests and Scholastic Reading Inventory.

Parent-Teacher Conference Rate:

2010-2011 94%

2009-2010 98%

2008-2009 96%

Parent Involvement Policy

SUBJECT: PARENTAL INVOLVEMENT IN EDUCATION

It is the policy of Memphis Community Schools to encourage and promote the involvement of parents and legal guardians in the care, teaching and education of their children. They are a welcomed and essential part of our educational system. Parents participate at all levels and in a number of activities ranging from Parent Advisory Councils, school/district improvement committees, parent-teacher organizations to involvement as volunteers in classrooms, on field trips, in booster clubs, and more.

To this end, the Board of Education has established a Parent Involvement Policy in which parents and legal guardians may determine and direct the care, teaching and education of their children and to review teaching materials and to observe instructional activities of the District to extent provided by law.

Parent Involvement in the School Program

The Board of Education believes that quality learning is more likely to occur when there is an effective partnership between the school and the student's parents. As such, the Board has adopted policy to support parent involvement. Parental involvement will be encouraged by the following:

- The District will hold an annual open house, at all levels, that encourages parent participation and informs parents of their right to be involved in the educational process of their child.
- The District will establish an effective two-way communication with all families through conferences and other meetings, building and district newsletters, voice mail, email, and on line grade book.
- The District will provide student progress results through report cards, parent conferences, progress notes, etc., as needed.
- The District will provide support and coordination to implement and sustain appropriate parent involvement from kindergarten through graduation, including parent information sessions and workshops, as well as parent involvement in advisory groups and committees.
- The District will develop strategies and learning experiences for parents to enable them to actively participate in their children's education, and utilizing schools to connect students and families with community resources that provide enrichment and support.
- The District will provide parents with the opportunity to review the curriculum, textbooks, and teaching materials used by the District. Parents wishing to review these materials should contact the building principal to make arrangements for the review.
- Parents or legal guardians may observe the instructional activity in a class or course held on District grounds in which their child is enrolled. Visitations must be prearranged through the building principal, not occur during testing activity of students, and be non-disruptive to the educational environment. Observation times may be limited, scheduled and/or rescheduled by the building principal to accommodate the reasonable interest(s) of the instructor, students, other parents or legal guardians and the District.

Relations with Parents:

The Board of Education feels that it is the parents who have the ultimate responsibility for their student's behavior, including the behavior of students who have reached the legal age of majority, but are still, for all practical purposes, under parental authority. The Board, through its designated administrators, recognizes the school's responsibility to monitor student's behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct. For the benefit of the child, the Board believes that parents have a responsibility to encourage appropriate behavior and high academic achievement by the following:

- Parents will support the school in requiring their child observe school rules and regulations, and by accepting their own responsibility for their child's willful in-school behavior.

- Parents will send their child to school with proper attention to his/her health, personal cleanliness, and dress.
- Parents will support good attendance and reporting on time for classes. Documentation of absences will be given to the school when a child is absent three or more days.
- Parents will maintain an active interest in their child's daily work and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study.
- Parents will read all communications from the school, and signing and returning them promptly, when required.
- Parents will cooperate with the school in attending conferences and student assistance meetings set up for exchange of information of their child's progress in school.

Attendance:

2010–11:

All students — 99%

Caucasian students* — 97%

2009–10:

All students — 96%

Caucasian students* —97%

* The No Child Left Behind Act of 2001 requires that middle and elementary schools report attendance numbers for subgroups containing 30 or more students.

Student Enrollment:

2010-2011: 438

2009-2010: 455

2008-2009: 458

Points of Pride:

- Schoolwide Title I Program
- All-day Kindergarten
- Memphis Milers Running Club
- Support in collecting food for the food bank, donations for Haiti Disaster Relief, American Heart Association and St. Clair County Child Abuse and Neglect Council.
- Awesome March Reading Month
- Dads and Donuts Day
- Moms and Muffins Day
- Parent Involvement
- Parents Club organized and ran wonderful Winter Carnival and Field Day
- Award assemblies each trimester for grades 2-5
- Great MEAP scores
- 4th Grade Flute program for Music class
- Increased use of instructional technology

- Incorporated Sensory Diet activities for all students
- Many teachers began to implement Daily Five for reading
- Fantastic Christmas Program for K-5 and the band
- Participation in World Math Day

Thank you to everyone for the wonderful support of staff, parents and students at Memphis Elementary. With the continued support of everyone we will continue to be “A Small School District Where Big Things Happen!”

Sincerely,

Nancy S. Thomson
Principal, Memphis Elementary