

Hamtramck Early Childhood Elementary School



“These are the hands of the future.”

Thomas Niczay, Superintendent
Christine Salata, Principal

2010-11 Board of Education

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Our Mission Statement

The Early Childhood Elementary School Mission, in partnership with families and community, is to educate our students in a positive, developmentally appropriate and culturally sensitive environment. We are committed to focusing on individuality, literacy, social and problem solving skills. The ultimate goal of the Early Childhood Elementary School is for our students to become independent lifelong learners.

Our Vision Statement

We envision a school where diversity, family, and relationships are valued and nurtured by an educational community committed to personal and professional integrity and development.

Our Belief Statement

We believe that each child is a unique individual with special gifts and talents that should be nurtured so that each one may reach his or her full potential.

I. Overview of School

Accreditation Status & Education YES! Grades

Because of the young age of our students, they do not take the MEAP; therefore, we do not get an Education YES! Report Card Grade.

Our school is accredited by the North Central Association.

Specialized School

Our school provides specialization in the area of Early Childhood Education, housing exclusively preschool and kindergarten classes. Each teacher, excluding the enrichment staff, has an Early Childhood (ZA) endorsement. All preschool paraprofessionals have, or are in the process of attaining, the Child Development Associate (CDA) credential, which is nationally recognized.

School Overview

Community Demographic Information:

Hamtramck Early Childhood Elementary School (ECES) is located on the north side of the city of Hamtramck. Hamtramck is nestled within the borders of the city of Detroit, except for a corner that it shares with the city of Highland Park. According to the Census of 2000, there were 22,976 residents. The racial make-up of the city was 61% white, (which includes people of Middle Eastern ancestry), 15% African American, 0.43% Native American, 10% Asian/Pacific Islander, 1% from other races, and 12% from two or more races. Hispanic/Latino races made up 1% of the population.

Approximately 27% of the population was below the poverty level, including 36% of those under the age of 18 and 18% of those 65 and older. In 2000, there were 22,976 residents. The median household income in the city was \$26,616. In 2000, approximately 50% of the housing units were renter occupied. These homes are mostly inexpensive single and double family homes, flats, apartments and low-income subsidized housing. Seventy-three percent (73%) of the adult population over age 25 reported having a high school diploma or higher degree. Fourteen-and-one-half percent (14.5%) reported less than a 9th grade education. Historically, Hamtramck has been a safe-haven for new immigrants to this country. With a new Census coming in 2010, changes in the above figures are expected. The ECES population currently has 26% Asian/Pacific Islander, while the population of 2000 only reflected 10%. Additionally, our district has been hard hit by the economic downturn. Many of our students' parents work in light manufacturing and service sector jobs and we have observed a sharp increase of unemployment among our families.

Hamtramck Public Schools (HPS) has well over 100 years of experience in offering quality education to their students. There are seven buildings in the HPS district, ECES which is a preschool/ kindergarten building, 3 elementary buildings serving 1st through 6th grade, a middle school serving 7th and 8th grade, and a high school that services 9th through 12th grade. We also house a newcomers program for high school students that are limited English proficient, and an alternative high school.

School Demographic Information:

Hamtramck Public Schools is made up of a very multicultural and multilingual population. The students in our district represent 28 countries from 5 continents and speak 26 different languages. The population at ECES is identified 64% English Language Learners (ELL). The main languages that can be found in our school are Bengali, English, Arabic, Bosnian, Polish, Albanian, and Urdu.

We also have a small number of children whose home languages are Spanish, Hindi, Amharic and Wolof.

Based upon the information received from the State of Michigan Free/Reduced Lunch Application, 84% of our students qualify for free lunch while another 3% qualify for reduced price lunch.

In 2001, the Hamtramck Early Childhood Elementary School (ECES) was reconfigured. Head Start moved out of the building and all of the districts' Kindergarten classes joined the Great Start Readiness Program (GSRP) at the school. In the 2010-2011 school year, our building serviced 68 preschool children with a staff of 3 Highly Qualified teachers in full and half day classrooms and 220 kindergarten children with a staff of 6 Highly Qualified teachers, also in full and half day classrooms. For the past three years Hamtramck has been a Schools-of-Choice district. During the 2010-2011 school years, we enrolled 5 Schools-of-Choice students, or approximately 2.3%. For the purpose of this report, all graphs and information reflect ***only the kindergarten population.***

Points of Pride:

The following programs and activities were offered at the ECES in the 2010-2011 School Year:

- School Improvement Team
- Full and Half Day Preschool and Kindergarten
- Waterford Early Literacy Program and Math/Science Program
- Community Reading Day
- Michigan Literacy Progress Profile
- Scholastic Book Fair
- Mobile Dentist
- Hearing and Vision Screenings
- Black History Month Program
- Hosted Tot Recreation Programs
- Preschool Parent Advisory Meetings
- Parent Workshops
- Fundraisers
- Parent Volunteers
- Open House
- "Educational Camp for Excellence" Summer Program
- Month of the Young Child Events
- Cranbrook Science Night
- Imagination Celebration Program-An Evening With Parents
- Community Writing Contest
- Fall Hat Day Parade
- Zoo Field Trip
- Fire Station Field Trip
- Science Center Field Trip
- Concerts by Kosciuszko Middle School Band
- Concerts by Hamtramck High School Band
- Head Start Visits and Collaboration
- PreK/K Family Picnics
- Kindergarten Promotion Celebration
- School Breakfast and Lunch Program
- School Fun Fair
- Family Resource Library
- Parent Involvement Committee

- Mad Cap Theater Performances
- Math Institute
- Science Fair
- Kindergarten Orientation
- Halloween Carnival
- Mentoring Program
- RIF Book Giveaway
- Literacy Leader Program
- Book Buddies
- Make/Take Workshops

Retention Rates

This chart reflects retention rate comparisons for the past two years. Retention rate means the proportion of students who have not been retained for a second year of kindergarten.

K Retention Rate	
09-10	10-11
96.3%	98.7%

This chart reflects the grade levels within our school along with each grade's average class size.

Grade	Avg. Class Size
Pre-K	17
K	25

Attendance Rates for ECES

Student Group N \geq 30	09-10 Goal 90%	10-11 Goal 90%
All Students	91.8%	89.6%
African American	84.0%	88.2%
Asian	93.0%	90.6%
White	94.0%	91.0%
Students w/ disabilities	90.3%	83.8%
Limited English Proficient	91.5%	91.8%
Economically disadvantaged	90.2%	89.2%

II. School Improvement Plan

English/Language Arts (ELA)	
Goal:	Students will increase their emergent literacy skills by 5%.
Data to support goal selection:	On the MLPP and Kindergarten Skills Checklist, about 29% of our students are not proficient in Rhyme Supply and 22% are not proficient on the Concepts of Print Subtest.
Planned Strategies and Interventions:	Teachers will use ELA instruction, which will be focused on differentiation, collaboration across classrooms, guided reading, and common research-based teaching strategies such as using Similarities and Differences, Nonlinguistic Representation and Homework and Practice.
Accomplishments:	Overall, 92% of our students recognized letters and letter sounds by the end of Kindergarten.
Implications for next year:	Increased focus on struggling subgroups, especially in the areas of phonemic awareness and concepts of print.

The Schoolwide Improvement Plan has been submitted to the Office of Field Services-Michigan Department of Education. A copy of the entire document is available in the school office.

Math

Goal:	Students will improve their emergent mathematics skills by 5%
Data to support goal selection:	On the Survey of Kindergarten Skills, 19% of students are not proficient in Rote Counting, 18% are not proficient in Number Identification and 11% of students are not proficient in Shape Recognition.
Planned Strategies and Interventions:	Teachers will use mathematics instruction, which will be focused on implementation of Everyday Mathematics, differentiation and collaboration across classrooms, and common research-based teaching strategies such as using Similarities and Differences, Nonlinguistic Representation and Homework and Practice.
Accomplishments:	While many students did not meet proficiency on subtests, significant growth was made by students between pre and post tests.
Implications for next year:	Increased focus on struggling subgroups, especially in the areas of number recognition, rote counting and shape identification.

The Schoolwide Improvement Plan has been submitted to the Office of Field Services-Michigan Department of Education. A copy of the entire document is available in the school office.

Science

Goal:	Students will improve their emergent science skills.
Data to support goal selection:	Baseline data will be collected during the 2011-2012 school year.
Planned Strategies and Interventions:	Teachers will use an integrated science curriculum named "Discovery" that was created by the staff during the 2010-2011 school year. The curriculum is based upon the core standards and integrates AIMS, PASS and trade book activities. During the 2011-2012 school year, teachers will implement the activities outlined in the program. These program lessons employ Non-linguistic Representation activities and Similarities and Differences activities, both of which are research-based strategies. The program assessments will be used throughout the year.
Accomplishments:	Teachers will use the locally developed assessment to guide students learning and reinforce science concepts.
Implications for next year:	Establish performance measures for student learning that yields information that is reliable, valid, and bias free.

The Schoolwide Improvement Plan has been submitted to the Office of Field Services-Michigan Department of Education. A copy of the entire document is available in the school office.

Social Studies

Goal:	Students will improve their emergent social studies skills.
Data to support goal selection:	Baseline data will be collected during the 2011-2012 school year.
Planned Strategies and Interventions:	Teachers created and will implement an integrated science curriculum named "Myself and Others". The curriculum was completed during the 2010-11 school year. It is based upon the core standards and integrates Nystrom, MC3, Houghton Mifflin, and trade book activities. During the 2011-2012 school year, teachers will implement the activities outlined in the program. Non-linguistic Representation activities and Similarities and Differences activities, both of which are research-based strategies, can be found throughout the lessons of the program. The program assessments will be used throughout the year.
Accomplishments:	Teachers will use the locally developed assessment to guide students learning and reinforce social studies concepts.
Implications for next year:	Establish performance measures for student learning that yields information that is reliable, valid, and bias free.

The Schoolwide Improvement Plan has been submitted to the Office of Field Services- Michigan Department of Education. A copy of the entire document is available in the school office.

III. Student Assessment Data

Early Childhood Elementary School administers assessments as identified in the charts that follow. These data assist us in planning and implementing data-driven instruction.

Michigan Literacy Progress Profile (MLPP)- Language/Ethnicity/Gender Data

MLPP 10-11 Disaggregated by Language, Ethnicity and Gender- % Possible Correct Answers

	Rhyme Supply		Concepts of Print		Capital Letter Identification		Lowercase Letter Identification		Letter Sounds		Sight Words	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
2009-2010												
African American Male	18%	62%	28%	73%	36%	93%	27%	87%	7%	80%	0%	9%
African American Female	25%	67%	38%	74%	39%	93%	30%	86%	4%	78%	0%	4%
Asian Male	10%	51%	37%	83%	75%	100%	59%	93%	15%	43%	6%	15%
Asian Female	18%	82%	41%	83%	75%	99%	69%	98%	29%	98%	1%	23%
Middle Eastern Male	12%	38%	17%	63%	34%	91%	27%	87%	9%	78%	0%	6%
Middle Eastern Female	1%	45%	17%	66%	43%	92%	28%	88%	15%	89%	0%	5%
Caucasian ELL Male	17%	48%	29%	77%	37%	94%	29%	90%	12%	85%	0%	7%
Caucasian ELL Female	25%	84%	33%	92%	73%	99%	61%	98%	49%	98%	0%	24%
Caucasian Non-ELL Male	21%	91%	38%	89%	23%	100%	13%	100%	0%	90%	0%	6%
Caucasian Non-ELL Female	41%	73%	32%	88%	76%	99%	59%	97%	41%	98%	0%	18%
2010-2011												
African American Male	26%	64%	46%	74%	64%	87%	44%	85%	14%	69%	0%	18%
African American Female	13%	79%	29%	77%	35%	88%	25%	86%	8%	84%	2%	22%
Asian Male	12%	67%	33%	78%	87%	99%	81%	98%	35%	95%	3%	36%
Asian Female	19%	85%	33%	79%	85%	100%	75%	100%	29%	98%	2%	56%
Middle Eastern Male	0%	33%	8%	60%	20%	89%	17%	87%	2%	79%	0%	13%
Middle Eastern Female	7%	61%	20%	69%	43%	96%	36%	95%	14%	90%	0%	23%
Caucasian Male ELL	28%	80%	44%	74%	74%	81%	65%	79%	42%	80%	0%	39%
Caucasian Female ELL	13%	71%	22%	69%	37%	92%	29%	89%	9%	87%	0%	17%
Caucasian Non-ELL Male	54%	100%	65%	89%	56%	100%	35%	100%	7%	98%	0%	43%
Caucasian Non-ELL Female	62%	100%	56%	90%	66%	100%	59%	100%	17%	91%	0%	36%

Survey of Kindergarten Skills (SKS)-Language/Ethnicity /Gender Data

SKS10-11 Disaggregated by Language, Ethnicity and Gender- % Students at Proficiency Level

	Colors		Shapes		Rote Counting		Identifies Numbers	
2009-2010	Pre	Post	Pre	Post	Pre	Post	Pre	Post
African American Male	76%	100%	23%	85%	0%	60%	0%	70%
African American Female	93%	100%	6%	80%	0%	73%	0%	53%
Asian Male	85%	100%	45%	80%	21%	88%	10%	80%
Asian Female	85%	97%	41%	78%	26%	91%	22%	88%
Middle Eastern Male	45%	82%	13%	61%	6%	58%	3%	55%
Middle Eastern Female	26%	100%	6%	60%	0%	75%	3%	78%
Caucasian ELL Male	53%	94%	13%	88%	7%	53%	0%	76%
Caucasian ELL Female	91%	100%	55%	100%	9%	90%	18%	100%
Caucasian Non-ELL Male	80%	100%	20%	75%	0%	50%	0%	75%
Caucasian Non-ELL Female	100%	100%	40%	87%	0%	75%	10%	75%
	Colors		Shapes		Rote Counting		Identifies Numbers	
2010-2011	Pre	Post	Pre	Post	Pre	Post	Pre	Post
African American Male	66%	95%	11%	85%	11%	45%	6%	50%
African American Female	88%	100%	19%	92%	3%	52%	8%	52%
Asian Male	77%	100%	31%	90%	27%	86%	32%	90%
Asian Female	93%	100%	39%	92%	18%	92%	18%	92%
Middle Eastern Male	32%	94%	0%	54%	3%	54%	3%	54%
Middle Eastern Female	43%	100%	13%	69%	4%	69%	9%	77%
Caucasian ELL Male	80%	93%	40%	93%	30%	79%	30%	78%
Caucasian ELL Female	72%	78%	21%	78%	7%	78%	7%	80%
Caucasian Non-ELL Male	100%	100%	100%	100%	33%	100%	33%	75%
Caucasian Non-ELL Female	83%	100%	83%	100%	0%	100%	0%	100%

English Proficiency Data

Our school helps to support students whose first language is not English. In the fall and spring of each year, all English Language Learners are assessed using the English Language Proficiency Assessment (ELPA). Results of the ELPA are noted below and reflect the students that have scored a high intermediate, proficient or advanced proficient score.

		# of Students Proficient		% of Students Proficient	
		Fall	Spring	Fall	Spring
Limited English Proficiency (LEP)	2009-10	8	61	9%	44%
	2010-11	23	49	16%	42%

Local Achievement Data

At the Early Childhood Elementary School we administer a variety of assessments to help determine student needs and progress. In addition to the English Language Proficiency Assessment (ELPA), Michigan Literacy Progress Profile (MLPP) and the locally developed Survey of Kindergarten Skills (SKS), the teachers will continue using the Writer's Workshop rubrics to determine growth in writing skills. During the 2010-2011 school year, teachers began using the assessments embedded in the Everyday Mathematics curriculum as well as the individualized assessments available in our Guided Reading program. The results of these assessments are used within the classrooms to drive instruction.

V. Parent Involvement

Parent Teacher Conference

Parents are provided four district-wide Parent Teacher Conference opportunities. Two conferences were available in the fall, one in October and one in November. These conferences give the teacher and the parents the opportunity to begin immediately assessing the students progress and need for assistance. The January conference is generally set aside for parents of struggling students in order to discuss interventions for the second half of the year, and to ensure promotion to first grade.

	# Attending		
	Fall	Winter	Spring
2009-2010	134	73	52
2010-2011	228	126	79

Parent Involvement Policy

Early Childhood Elementary School Parent Engagement Policy

We, the staff of the Early Childhood Elementary School, envision a school where diversity, family and relationships are valued and nurtured by an educational community committed to personal and professional integrity and development. Our ultimate goal is for students to become successful, independent learners. In order to achieve this goal, we must have an ongoing positive relationship with our families. As a committed staff, we will provide guidance and support to help out families become responsible partners in their child's learning process by providing appropriate home learning activities. These activities will help our parents become strong role models who will guide their children to academic success. "Working with families is one of the most important aspects of being an early childhood professional." Nieto, S. (2004) NAEYC. As highly qualified early childhood educators, we believe parents are their children's first teachers. As stated in the No Child Left Behind Act of 2001 (NCLB), Section 1118 (b-h), all schools receiving Title I funds are required to develop a School Parental Involvement Policy.

Standard I – Communication

Communication is an integral part of any successful school career. Positive communication keeps parents informed of all school related activities and topics. We will support two-way communication between home, school and the district in several ways. These ways include:

- **Title I PA 25 Annual Report meeting convened yearly**
- **Parent/Teacher conferences four times a year**
- **Providing language translators and written translations to the extent practicable**
- **Report cards or progress reports every 5 weeks**
- **Address parental concerns in a timely manner**

- **Teacher/Parent/Student Compact created by parents and staff; it is discussed at first conference and then signed annually**
- **Superintendent messages three times per year**
- **Monthly newsletters**
- **Monthly school calendars**
- **District calendar**
- **Teacher notes**
- **Notes as needed**
- **Home visits by preschool teachers**
- **Providing opportunities for parents to be involved in shared decision making**
- **Provide information to parents regarding their children's strength and weaknesses**
- **Providing professional development to staff to support increased parent engagement at each site**
- **Distributing "Parents Guide to Grade Level Content Expectations- Kindergarten" for Mathematics and English Language Arts**
- **Provide to the parents an explanation of the curriculum, assessments, and expectations for success**
- **Provide other reasonable support for parent involvement as parents may request**

Standard II – Parenting

The staff at ECES understands the importance of good parenting, something especially crucial considering the young age of our students. This knowledge encourages the staff to create several ways for parenting classes and seminars to occur. Some of these opportunities may include:

- **Providing a flexible number of meetings/workshops to assist families**
- **Providing space for Adult English Language Learners**
- **Provide activities to facilitate the transition between Pre-school and Kindergarten as well as Kindergarten and First Grade**
- **Community involvement with Head Start's transition to Kindergarten**
- **Community involvement with Even Start's families and school**
- **Community involvement with Even Start Literacy Program (RIF)**
- **County and district support through Early On Intervention (0-4 year olds)**
- **Family/Home resource center has been established at ECES to accommodate our families and school-age children. It is equipped with educational materials and resources that can be checked out by families and students weekly and utilized at home**
- **Staff development on the value and the utility of parents' contributions**
- **Provide full opportunities for participation of limited- English-speaking parents, parents with disabilities and migratory parents**

Standard III – Student Learning

At ECES, the staff believes that parents are a child's first teacher. The importance of parental influence cannot be overstated. Parents will be encouraged to:

- **Assist children and provide guidance on their homework**
- **Read to their child daily**
- **Attend literacy, science and math fairs**
- **Attend Parent Workshops**
- **Promote independence in life-skills**
- **Monitor TV watching/video interaction**
- **Volunteer in Classroom**

Standard IV – Volunteering

Traditionally, Early Childhood educators have encouraged volunteers to work in a classroom or school setting. We have openly welcomed and actively encouraged adults to volunteer either on school premises or in their own homes or the community. This information can be obtained through school orientation, home messages, classroom notes and monthly newsletters. Ways families can volunteer are as follows:

- **Classroom volunteers**
- **Field Trip volunteers**
- **Classroom material creators**
- **Fundraising**
- **Outside safety**
- **School committees**

Standard V – School Decision Making and Advocacy

The staff at the Early Childhood Elementary believes that parent participation is an integral part of a child's successful school career. Because of this belief, the staff finds it necessary for parents to become decision makers in their child's school. ECES will encourage parental participation in the decision making process that affects students by:

- **Encouraging participation in the School Improvement and Decision Making Process**
- **Inviting all parents to the Preschool Parents Advisory Meeting**
- **Inviting all parents to Parent Workshops**
- **Inviting all parents to the District Elementary Curriculum Meetings**
- **Submit unsatisfactory comments from parents regarding the Schoolwide Plan**
- **Provide childcare to enable parents to attend school-related meetings and training sessions**

Standard VI– Collaborating with Community

Hamtramck is a very small and very diverse community. The city's size and uniqueness affords our building several opportunities to work closely with the public offices and businesses of our community. These opportunities include partnerships with:

- **Head Start**
- **Even Start**
- **Early On**
- **Wayne RESA**
- **School Based Health Clinic through Children's Hospital**
- **Hamtramck Fire Department**
- **Hamtramck Police Department**
- **Hamtramck City Officials**
- **Hamtramck Public Library**
- **Hamtramck Recreation Department**
- **Local markets and bakeries**

Parent Notification and Point of Contact

Parent Right to Know Provisions of “No Child Left Behind” Legislation

Our school receives funds from the Title I Part A programs. Title I, Part A is a federally funded supplemental program designed to help children reach high academic standards. In receiving funds from this program the school is required to inform parents of information available to them regarding the professional qualifications of their child's classroom teacher(s). The following information will be provided to parents upon request and in a timely manner:

*Whether the children's teacher has met Michigan qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

*Whether the children's teacher is teaching under emergency or other provisional status through which Michigan qualifications or licensing criteria have been waived.

*The baccalaureate degree major of the children's teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.

*Whether the children are provided services by paraprofessional and, if so, their qualifications.

Parents may request additional information on the level of achievement of their children in each of Michigan's assessments. Michigan uses the Michigan Educational Assessment Program (MEAP) to determine levels of achievement. (Not applicable for the Early Childhood Elementary School).

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

VI. Core Curriculum

The curricula implemented in our school are based on the Grade Level Content Expectations for Kindergarten. In the Great Start Readiness Program preschool, the State of Michigan Early Learning Standards are presented within the framework of the Creative Curriculum.

To help determine continued needs in regard to its implementation, the following data help to support selection of the following curricula:

64% English Language Learners

87% Low Socioeconomic Status

100% Very Young Learners

English Language Arts

English Language Arts are the vehicles of communication by which we live, work, share and build ideas and understandings of the present, reflect on the past, and imagine the future. We learn to appreciate, integrate, and apply what is learned for real purposes in our homes, schools, communities, and workplaces. The ultimate goal of the English Language Arts Curricula is to produce effective communicators who listen actively, respond appropriately and are analytical.

Uses at ECES:

Guided Reading: A research based reading program that supports English Language Learners and At-Risk Learners. The program offers differentiated instruction and individualized assessments.

Writer's Workshop: A research based writing curriculum that works in all developmental stages of writing, supports English Language Learners, and offers differentiation and authentic assessment.

Waterford Early Literacy Program: A comprehensive research based curriculum that supports reading instruction at ECES. It is an individualized, technology driven model.

Math

The goal of mathematics is to link intellectual communities with mathematical inquiry. Mathematics is the science of patterns and relationships. The ultimate goal for all students is to develop the mathematical power to participate as a citizen and worker in our world.

Students will develop, apply, and generalize problem-solving approaches to investigate, understand, and resolve problems. In order to prepare students for the world of work, they will acquire the skills necessary to interact with others in selection and application of appropriate technological tools. Students will also have the opportunity to recognize the connections among mathematical topics, other disciplines and everyday experiences. They will interpret algebraic concepts and methods to solve real life problems.

Uses at ECES:

Everyday Mathematics: A math curriculum developed at the University of Chicago, it is appropriate for use with the diverse population at the ECES. It offers Real-Life Problem Solving, Multiple Methods of Skill Practice, Emphasis on Communication, a Home-School Partnership and Appropriate Use of Technology.

Social Studies

Social Studies is the integrated study of the social sciences used to teach young people to become responsible citizens. Students learn to use social studies concepts and principles to communicate effectively regarding public policy questions and issues. They participate and effectively act on social and public issues important to their own lives.

The purpose of social studies is to develop social understanding and civic efficacy. The social studies curricula builds four capacities in students: disciplinary knowledge, thinking skills, commitment to democratic values, and citizen participation.

Uses at ECES:

Myself and Others: Teachers used the Nystrom, Houghton Mifflin and MC3 social studies programs to create a curriculum that supports all learners through developmentally appropriate and differentiated lessons. This program includes hands-on activities, an array of materials and trade books that are very appropriate for use with our young, diverse and multilingual students.

Science

The focus of science is on investigation and experimentation to allow students to make a concrete association between science and the study of nature as well as provide them with many opportunities to use their basic mathematical skills. This content is taught so that students have the opportunity to build connections that link science to technology and societal impacts.

Inquiry based science provides all students with the opportunity to increase their scientific literacy and become knowledgeable, caring, contributing citizens.

Uses at ECES:

Discovery: A teacher created curriculum that supports all learners through hands-on activities and differentiated lessons taken directly from the AIMS and PASS science program. This program includes trade books, experiments and materials that are very appropriate for use with our diverse population. Through these activities, children will learn about the natural world around them.

VII. Teacher Qualifications

No Child Left Behind (NCLB), federal legislation, requires the reporting of its teachers professional qualifications. What follows reflects the educational attainment of the Kindergarten and Preschool teachers.

	B.A.	B.A. + 15 credit hours	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours	Ph.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	1	7	1	0	0
Percentage of Teachers in the School who are Highly Qualified						
Percentage of Teachers in the School with Emergency Credentials	100%					
Percentage of Core Academic Subject classes not Taught by Highly Qualified Teachers	0%					

Highly Qualified Progress Plan

N/A All teaching staff is Highly Qualified