

Fiedler Elementary School Annual Report 2018-2019



The staff of Fiedler Elementary is committed to educating all children with dignity in a positive environment. Our purpose is to prepare students to become critical thinkers and responsible citizens.

Fiedler Elementary School

Annual Education Report (AER) Cover Letter

June 7, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-2018 educational progress for Fiedler Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Kelli Verran, principal, for assistance.

The AER is available for you to review electronically by visiting the following web site www.kearsleyschools.org or you may review a copy from the Fiedler office. The link to the AER combined report is <http://bit.ly/2tzLmES> .

For the 2018-19 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given. Our school has not been given any of these labels.

Key challenges facing Fiedler Elementary include enrollment, funding, and assuring achievement of all students in all subject areas. The Fiedler staff works diligently to differentiate instruction for all students, to provide interventions to accelerate learning for struggling students, and to deliver a challenging, aligned curriculum using research-based instructional practices.

Some of the key initiatives being undertaken at Fiedler Elementary school to accelerate student achievement and close persistent gaps in achievement include:

- Multi-Tiered System of Support with a focus on good classroom instruction, Tier 2 and Tier 3 intervention support for targeted students with specific focus on students with special needs.
- Differentiated instruction

- Frequent monitoring of student achievement through formative, interim and summative assessments
- Realignment of curriculum to meet the new Michigan K-12 Standards.

More specific data and initiatives to accelerate student achievement and close persistent gaps in achievement can be found below in the status of the 3-5 year school improvement plan.

State law requires that we also report the following additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

All 4th and 5th grade students living in the Kearsley district are assigned to Fiedler Elementary School. Students qualifying for placement in our categorical special education program(s) are assigned to the building where that program is housed. Kearsley Schools also participates in the Statewide Schools of Choice program for students living within and outside of Genesee County.

STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Common Focus Strategies for All Three Goal Areas for 2017-18

- All teachers will provide effective instruction and deliver a viable, integrated curriculum aligned to standards by using strategies to engage all students.
- All teachers will use multiple measures to diagnose and provide intervention supports for struggling students using a multi-tiered system of support.
- All teachers will build efficacy with an intentional professional development plan. The plan will include Professional Learning Community (PLC) teamwork.
- All teachers will communicate with families about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner.

Current Year Goals:

Math Goal

All students will be proficient in math.

Fiedler’s Math goal is supported by the follow evidence:

Local District Data:

STAR math data for 2016-17

	Fall- percentage at/above benchmark	Spring- percentage at/above benchmark	Change
Fourth grade	70%	66%	-4%
Fifth grade	61%	64%	+3%

STAR math data for 2017-18

	Fall- percentage at/above benchmark	Spring- percentage at/above benchmark	Change
Fourth grade	59%	64%	+5%
Fifth grade	61%	71%	+10%

STAR math data for 2018-19

	Fall- percentage at/above benchmark	Spring- percentage at/above benchmark	Change
Fourth grade	59%	66%	+7%
Fifth grade	58%	64%	+6%

Spring 2016 M-Step Results for Math

Fourth grade: 34% of the students were proficient

Fifth grade: 23% of the students were proficient

Spring 2017 M-Step Results for Math

Fourth grade: 43% of the students were proficient

Fifth grade: 25% of the students were proficient

Spring 2018 M-Step Results for Math

Fourth grade: 41% of the students were proficient

Fifth grade: 37% of the students were proficient

Focus Strategies for Math Goal

- All teachers will provide effective instruction and deliver a viable, integrated curriculum aligned to standards by implementing the Bridges curriculum and Number Corner and using strategies to engage all students.
- All teachers will use multiple measures to diagnose and provide intervention supports for struggling students using a multi-tiered system of support.
- All teachers will build efficacy with an intentional professional development plan. The plan will include Professional Learning Community (PLC) teamwork.
- All teachers will communicate with families about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner.

This year the focus in math was on the following:

- Implementing the new math units of study which align with the Common Core State Standards using Bridges to Mathematics curriculum and Number Corner.
- Planning 30 minutes of differentiated instruction called WIN (What I Need) time four times per week
- Implementing common formative and summative assessments for the standards-based report card
- Assessing students with the common formative and summative assessments and providing students with purposeful feedback
- Increasing pacing to cover all of the units of study in the Bridges curriculum
- Providing Tier 2 and Tier 3 interventions using Moby Max on iPads and Bridges intervention modules

Implications for Next Year:

- Implementing the *Bridges in Mathematics* Program with fidelity and complete 7 units of study.
- Exploring math strategy groups as a method to differentiate instruction during WIN (What I Need) time using the intervention program embedded into *Bridges* with a focus on multiplication and division.
- Analyzing the CGA data on fractions and decimals and comparing it to year one.
- Using the CGA data to inform instruction and plan for math interventions at the beginning of the second semester
- Working in grade level Professional Learning Communities (PLCs) to backward plan instruction based on summative assessment expectations of the Number Corner common assessment

Writing Goal

All students at Fiedler Elementary will become proficient writers.

Fiedler's Writing goal is supported by the follow evidence:

Local District Data:

Opinion Writing: Percent Mastered based on post-test given for unit

	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>
4 th grade	59%	71%	56%
5 th grade	63%	30%	35%

Informational Writing: Percent Mastered based on post-test given for unit

	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>
4 th grade	65%	NA	60%
5 th grade	62%	45%	35%

Spring 2016 M-Step Results for Language Arts

Fourth grade:45% of the students were proficient

Fifth grade: 44% of the students were proficient

Spring 2017 M-Step Results for Language Arts

Fourth grade:44% of the students were proficient

Fifth grade: 50% of the students were proficient

Spring 2018 M-Step Results for Language Arts

Fourth grade:35% of the students were proficient

Fifth grade: 40% of the students were proficient

Focus Strategies for Writing Goal

- All teachers will provide effective instruction and deliver a viable, integrated curriculum aligned to standards by using strategies to engage all students.
- All teachers will use multiple measures to diagnose and provide intervention supports for struggling students using a multi-tiered system of support.
- All teachers will build efficacy with an intentional professional development plan. The plan will include Professional Learning Community (PLC) teamwork.
- All teachers will communicate with families about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner.

This year the focus in writing was on the following:

- Creating common expectations for the common formative assessments in the content areas (science and social studies)
- Administering pre- and post-tests in narrative, opinion/argumentative, and informational writing and scoring the papers using the Calkins' continuum. (This is a K-8 initiative to show writing growth across years.)
- Implementing more practice for students to write responses to reading.

- Implementing time for students to compose on the HP tablets to improve keyboarding skills
- Working in Professional Learning Communities (PLCs) to determine essential learning in each of the units.

Implications for Next Year:

- Receiving professional development at the beginning of the year for the new ELA program
- Implementing the new ELA program which was adopted for the 2019-2020 school year.
- Working in Professional Learning Communities (PLCs) to determine the essential learning in each of the units.
- Working in Professional Learning Communities (PLC) teams to determine common formative and summative assessments for the standards-based report card.

Reading Goal

All students will demonstrate proficiency in reading comprehension skills across the curriculum.

Fiedler’s Reading goal is supported by the follow evidence:

Local District Data:

As local district assessments, DRA and STAR are used to assess all students’ growth in reading.

STAR data from Fall to Spring

	At or above %	On watch %	Intervention %	Urgent intervention %
4 th grade fall-2016-17	54	14	17	15
4 th grade spring-2016-17	61	16	9	14
4 th grade fall-2017-18	51	15	20	13
4 th grade spring-2017-18	60	12	15	12
4 th grade fall-2018-19	46	18	17	18
4 th grade spring-2018-19	58	13	14	14



	At or above %	On watch %	Intervention %	Urgent intervention %
5 th grade fall-2016-17	51	19	19	13
5 th grade spring-2016-17	58	20	17	6
5 th grade fall-2017-18	44	20	18	18
5 th grade spring-2017-18	55	18	16	12
5 th grade fall-2018-19	42	23	17	18
5 th grade spring-2018-19	54	16	17	13

End of Year comparison of DRA and STAR

4th grade		EOY DRA- % proficient	EOY STAR- % at/above level
	2016-17	68%	61%
	2017-18	75%	60%
	2018-19	60%	58%

5th grade		EOY DRA- % proficient	EOY STAR- % at/above level
	2016-17	64%	58%
	2017-18	73%	55%
	2018-19	65%	54%

Spring 2016 M-Step Results for Language Arts

Fourth grade:45% of the students were proficient

Fifth grade: 44% of the students were proficient

Spring 2017 M-Step Results for Language Arts

Fourth grade:44% of the students were proficient

Fifth grade: 50% of the students were proficient

Spring 2018 M-Step Results for Language Arts

Fourth grade:35% of the students were proficient

Fifth grade: 40% of the students were proficient

Focus Strategies for Reading Goal:

- All teachers will provide effective instruction and deliver a viable, integrated curriculum aligned to standards by using strategies to engage all students.
- All teachers will use multiple measures to diagnose and provide intervention supports for struggling students using a multi-tiered system of support.
- All teachers will build efficacy with an intentional professional development plan. The plan will include Professional Learning Community (PLC) teamwork.
- All teachers will communicate with families about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner.

This year the focus in reading was on the following:

- Participating in One School, One Book by reading Rules
- Providing Tier 2 reading interventions with fidelity
- Moving struggling readers along the assessment wall using regular progress monitoring
- Discussing struggling readers/interventions/data during data days to make future plans
- Revising common formative and summative assessments for reading
- Working in Professional Learning Communities (PLCs) to determine essential learning in each of the units.

Implications for Next Year:

- Implementing the new ELA program which was adopted for the 2019-2020 school year.
- Receiving professional development at the beginning of the year for the new ELA program
- Working in Professional Learning Communities (PLCs) to determine the essential learning in each of the unit.
- Working in Professional Learning Communities (PLCs) to determine common formative and summative assessments for the standards-based report card
- Celebrating reading during the month of March and encouraging parent involvement through the daily activities, One School – One Book, and Family Reading Night

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Special Education Services

The Genesee Intermediate School District and its 21 local school districts in Genesee County provide special education support for nearly 10,000 students. Special services for students with special needs, age 0-25, are available to Kearsley students.

The goal of special education is to ensure that students learn skills needed for functional independence within our community. Students are placed in special education through the Individualized Educational Planning Committee process, where parents, local educators and special education staff analyze and develop programs for each student. Individualized programs are tailored to each child's needs. GISD's special education schools teach:

- Academic skills
- Independent living skills
- Communication skills
- Job training and prevocational education
- Social living habits and self-care

A Special Education Parent Advisory Committee, made up of representatives from each school district, advises the GISD Board of Education regarding operation and coordination of special education services within Genesee County.

In 2018/2019, Kearsley Community Schools had students enrolled in the following GISD center-based and Project CHOICE classrooms:

- ❖ 8 students attend the Elmer A. Knopf Learning Center (for students with cognitive, autistic impairments and/or other impairments). Last year, 6 students attended these programs.
- ❖ 11 students are in early childhood programs and services. Last year 11 students participated in these programs.
- ❖ 6 students are educated at the Marion Crouse Instructional Center. Last year 9 students attended programs here. 4 students attend the Transition Center. Last year, 5 students attended the Transition Center.
- ❖ 472 students are enrolled in local special education programs at Kearsley. These include classes for learning disabled, cognitively impaired and speech and language impaired. Last year 455 students were enrolled in local special education programs.

- ❖ 0 students attended Michigan School for the Deaf. Last year, 2 students were enrolled in this program. Also, 2 students attended the HI program at Haas Elementary School. 2 students attended this program in 2017/2018.

Upon leaving GISD's special education programs, follow-up data indicate that students are well prepared for adult life, within the limitation of their disabilities.

Core Curriculum: Curriculum Development

Michigan defines "core curriculum" as the essential curriculum content which all students must learn in order to progress through the various educational levels. There are also the areas which are tested through the M-STEP and SAT state assessment program. Michigan core areas include: language arts, mathematics, science, and social studies. Kearsley Community Schools has continued to review, develop, and implement curriculum in the core areas as well as in the following departments: career technical education, fine arts, world language, physical education, and technology.

Curriculum development is an ongoing process based upon the needs of students and society, recommendations from national educational studies, and state requirements. Ongoing alignment with state standards and trends continues to be a major goal in district curriculum efforts. Kearsley has developed the Kearsley Curriculum Council (KCC) process to organize curriculum and to provide communication across grade levels, buildings and departments.

Core committees are revisiting developed curriculums to ensure alignment with the Michigan K-12 Standards. In addition, these committees continue to develop curriculum and instructional materials to prepare our students to be successful on local assessments as well as on the challenges of state and national assessments. As the state implements testing changes, the KCC committees continue to check this alignment.

For information regarding the curriculum at Kearsley Community Schools, please contact April Yorks, Curriculum Coordinator at 810-591-7618 or ayorks@kearsleyschools.org.

STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

The STAR Reading and Math Assessment is used at Kearsley Schools as a nationally normed achievement test. The results provide the district with data compared to students across the nation. DRA2 is also used to assess students in reading in grades 4 and 5 at Fiedler. The results for Fiedler Elementary are included above as part of the school improvement status report.

PARENT-TEACHER CONFERENCES

Overall	Male	Female	Overall
2016-2017	86%	83%	91%
2017-2018	82%	81%	83%
2018-2019	81%	81%	81%

Parental Involvement Opportunities:

Parents were involved in helping to revise the Title 1 parent compact that was distributed during the first parent-teacher conference.

The Upper-Elementary PTO raised money through activities such as cookie dough sales, box top collections, and pizza kit sales. The money raised was used for field day refreshments, classroom periodicals, and the 5th grade year-end celebration. The PTO also supported and staffed the two book fairs that occurred during parent-teacher conferences in the fall and spring.

We hosted three different family events this year. In January, the students were encouraged to participate in several math and science activities at home. The culminating activity was a math/science family night. In March, the students and their families participated in One School/ One Book. The school-wide book club read the book, *Rules*. In April, families were invited in for an evening event based on reading. The main activity was participating in a session of *Escape the Classroom*. The final family event was the Writing Celebration in May. Family members were invited in to celebrate the published writings of the students. The writing celebration took place during school hours.

School Improvement Team Members:

Position	Name
Math Goal Chairs	Melissa O'Bryan
Reading Goal Chairs	Stephanie Rye
Writing Goal Chairs	Rachel Karr
Building Co-chairs	Melissa O'Bryan and Michele Eggleston

The staff of Fiedler Elementary is proud of the work accomplished during the 2018-2019 school year. We appreciate the continued support of parents, staff and our community. Together we can make a difference.

Sincerely,

Kelli Verran
Principal, Fiedler Elementary School