

Dowdall Elementary School Annual Report 2013-2014



Our mission at Dowdall Elementary School is to educate our students by meeting the diverse needs of individuals in a safe, supportive environment.

School Annual Education Report (AER) Cover Letter

August 18, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for Dowdall 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 Kelly Fisher, principal, for assistance.

The AER is available for you to review electronically by visiting the following web site www.kearsley.k12.mi.us or you may review a copy from the Dowdall office.

The state has identified some schools with the statuses of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Last year, Dowdall Elementary was identified as a Reward school. As of the time of this report, Dowdall has none of the designations above. Some of the key initiatives being undertaken at Dowdall 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 and assessments to meet the new Common Core State 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 additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

All students in grades 2 and 3 are assigned to Dowdall 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 State of Michigan Schools of Choice program Section 105 and 105C for students from other schools who wish to enroll in the district.

2. STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

School Improvement Goals for 2013-2014

1. Reading Goal

All Dowdall students will demonstrate improvement in reading comprehension across the curriculum.

2. Writing Goal

All Dowdall students will engage in frequent, purposeful writing to become proficient writers across content areas.

3. Math Goal

All students will be proficient in mathematics. Students in grades 2-3 will demonstrate mathematical understanding, operational skills, and mathematical communication skills.

1. Reading Goal: All students in 2nd and 3rd grade will be proficient in reading across the content areas.

Objective: 67.5% of students will be proficient in reading by June 2014 as measured by the MEAP with a yearly increase of 2.19%.

Strategies:

- 1) Teachers of reading will implement delivery of instruction using common core aligned curriculum.
- 2) Teachers will be trained in Reading Workshop to help all students reach grade level state standards.

- 3) Teachers will develop common instructional interventions to address the areas of C-Comprehension, A-Accuracy, F-Fluency, E-Engagement.
- 4) Teachers and intervention staff will provide extended learning opportunities and supplemental interventions for struggling readers and subgroups in order to increase their proficiency in reading.

Activities:

- ✓ **Reading Workshop Professional Development**—Teachers participated in a district provided teacher lab with a focus on the reading workshop components.
- ✓ **Literacy Coach**-Teachers collaborated with and received reading instructional support from the literacy coach.
- ✓ **Collaborative Inquiry**—(Data Days and Grade Level Staff Meetings)
- ✓ **Curriculum and Common Assessment Development**
 - ✓ a. Teachers implemented MAISA curriculum reading units
 - ✓ b. Continued alignment with Common Core Standards
 - ✓ c. Created a Common Rubric---Reading Behaviors and the DRA 2 assessment
 - ✓ d. Began creating common unit assessments to assess student achievement. Teachers monitored student progress and used data to inform instruction and interventions.
- ✓ **Dowdall Family Night**—Fall 2013—This evening focused on helping families understand the purpose of reading just right books, the new common core standards and supporting their reader at home.
- ✓ **Science Curriculum**—There was an increased amount of time spent on instruction and reading of non-fiction texts and academic vocabulary.
- ✓ **Reader's Notebooks**—Teachers used these to engage students in responding to their reading
- ✓ **One Book, One School**—Encourage families to read aloud at home during our March is Reading Month

Intervention Activities

- **Leveled Literacy Intervention**-LLI is used for our struggling 2nd graders on a daily basis with our highly qualified LLI intervention teacher. LLI provides targeted reading strategies to these identified students.
- **Progress Monitoring**-Dowdall staff will use data from the STAR Reading Assessment, DRA progress monitoring and to evaluate student's reading achievement, monitor progress, inform instruction and prescribe interventions.
- **Title One Interventionists**—Use the Common Interventions based on CAFÉ to support our identified struggling readers.

- **Positive Behavior Intervention Support (PBIS):** PBIS initiatives will support teacher efforts to promote positive learning environments and increase student time on task.
- **English Language Learner Services-**Students needing ELL services will receive the appropriate accommodations.
- **Special Education Services** -Identified students will receive the support services needed.
- **Summer School Literacy Camp-**Students who do not meet end of the year reading benchmarks for 2nd and 3rd grade will be invited to attend an intensive 4 week literacy focus extended summer opportunity.

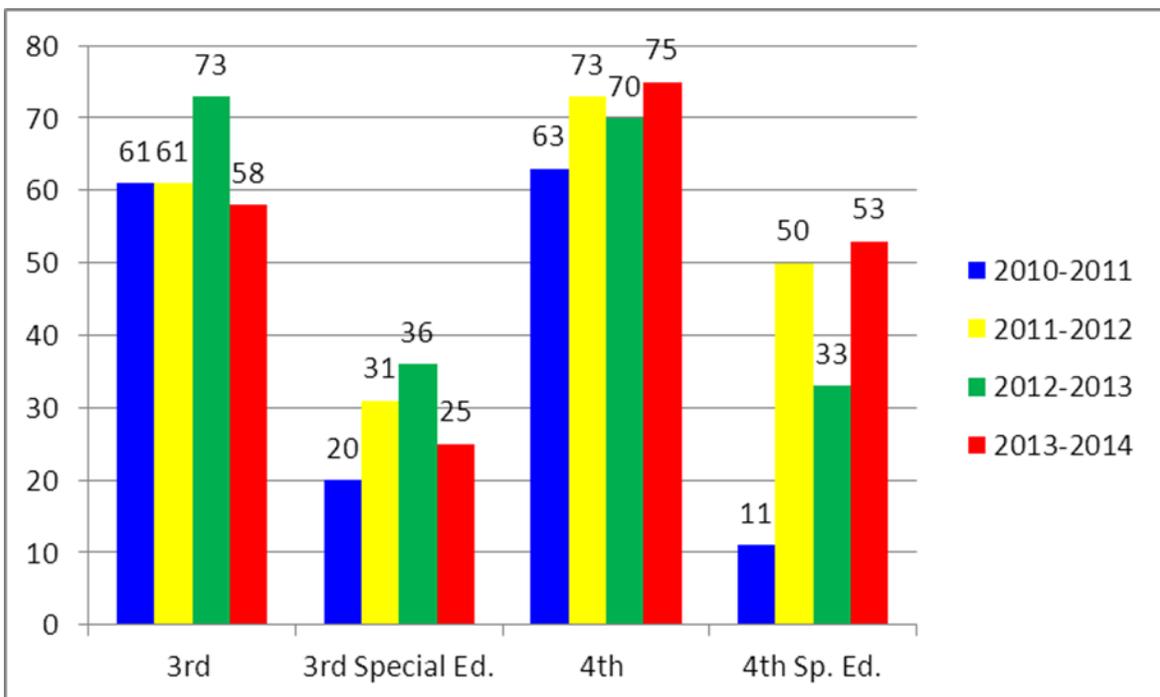
Evaluation Process The following metrics are used to evaluate the efficacy of the reading goal.

- Teacher survey
- MEAP scores
- STAR Data
- DRA scores
- Best practice research
-

Compare with Last Year's Progress

The scores that follow depict student progress in Reading. These results will assist staff in evaluating the effectiveness of our interventions.

Reading MEAP data 2010-2013



- ❖ This year 3rd grade saw a decrease in reading MEAP proficiency. They went from a 73% proficiency ranking to a 58% proficiency ranking.
- ❖ Our 3rd grade Special Education students also saw a decrease in proficiency. They went from a 36% proficiency ranking to a 25% proficiency ranking.
- ❖ As a whole, our 4th grade increased their reading MEAP proficiency from 70% to 75%, creating a gain of 5%.
- ❖ Our 4th grade Special Education students saw a significant increase in proficiency, moving from a 33% proficiency ranking to a 53% proficiency ranking, creating a gain of 20%.
- ❖ Comparing our current 4th grade to their 3rd grade experience, there was a 2% increase for students without disabilities and a 3% decrease for our students with disabilities.

❖ **Developmental Reading Assessment Developmental Reading Assessment**

2012-13

2013-14

Grade Level % Proficient

Grade Level % Proficient

Second Grade 53%

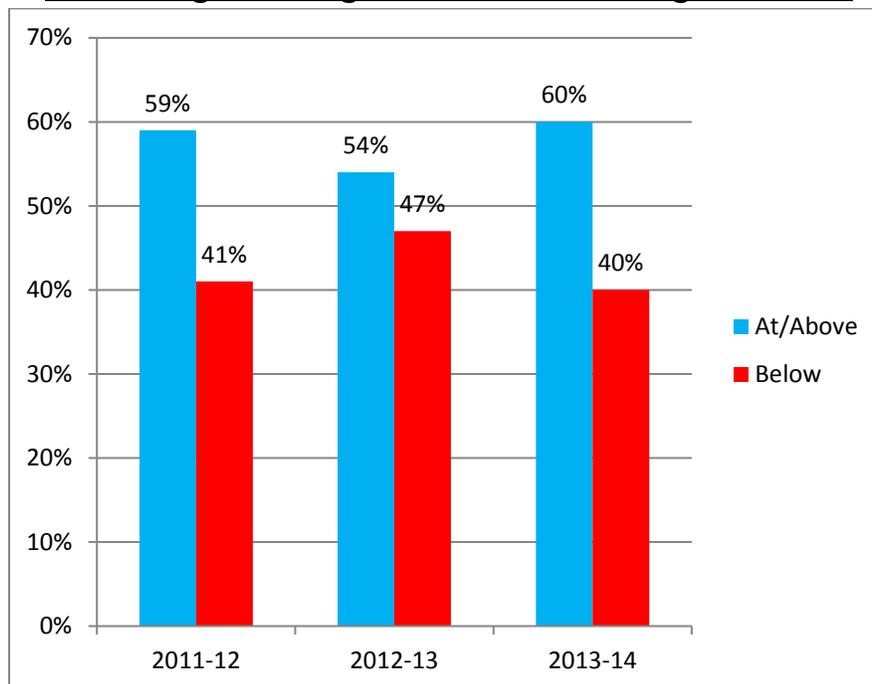
Second Grade 60%

Third Grade 71%

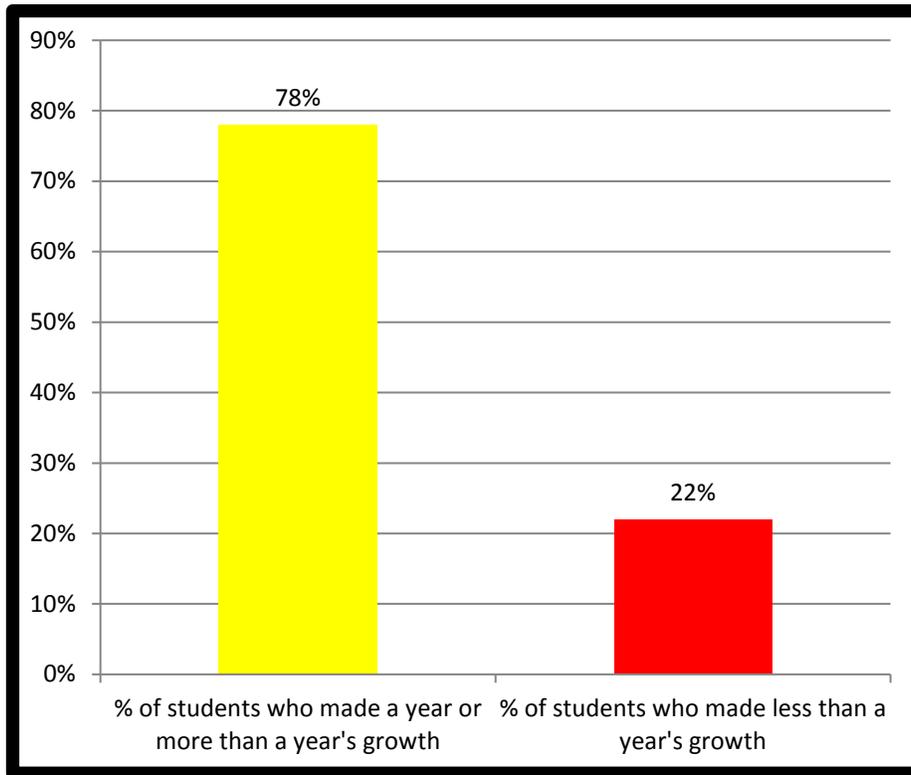
Third Grade 53%

**Dowdall's 2nd Grade Reading
DRA Data (2011-2014)**

Percentage of 2nd graders at or above grade level



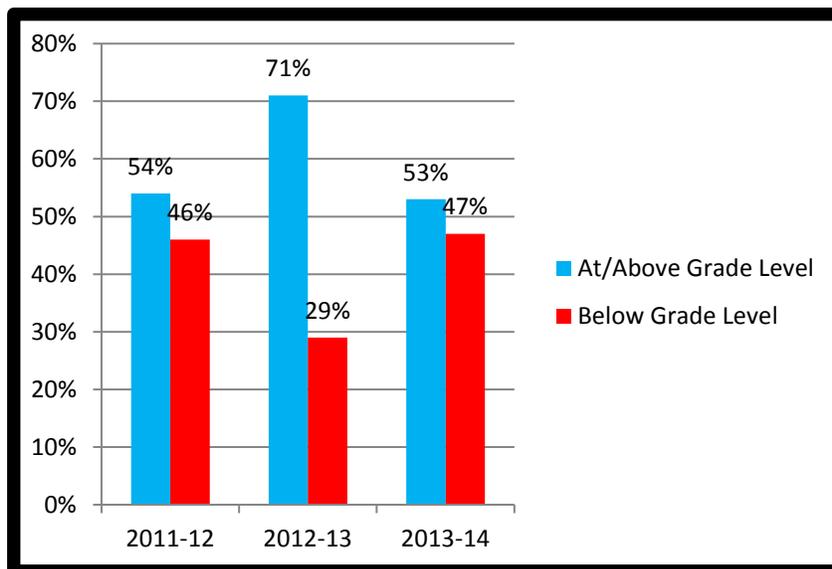
Percent of 2nd graders making a year's growth on DRA



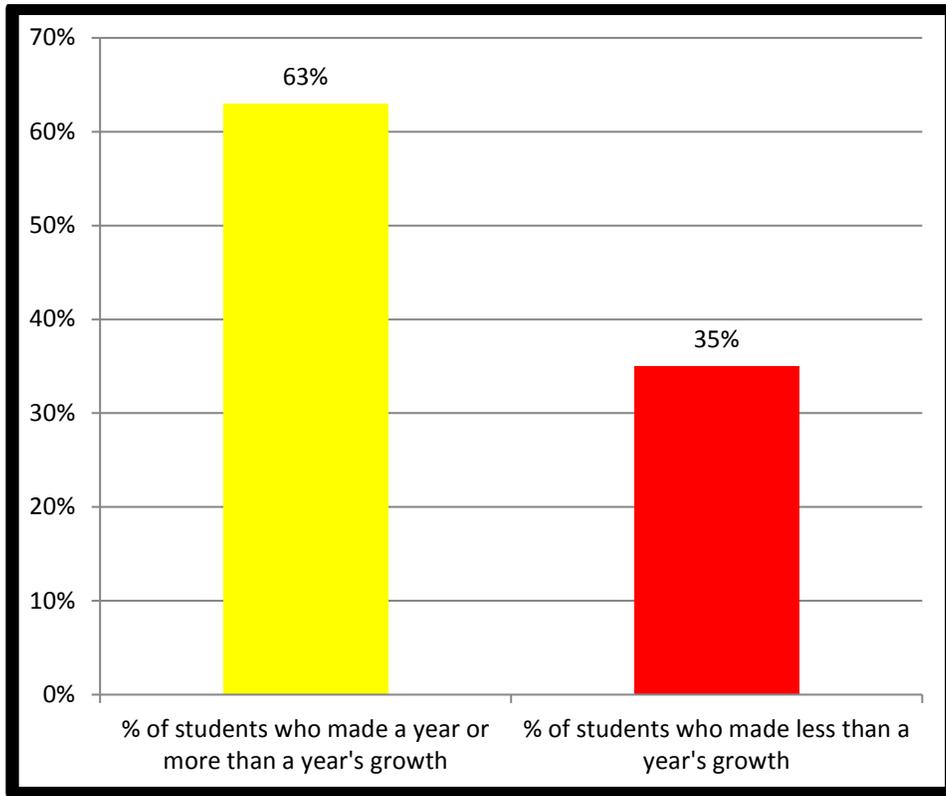
Dowdall's 3rd Grade Reading

DRA Data (2011-2014)

Percent of 3rd graders at or above grade level

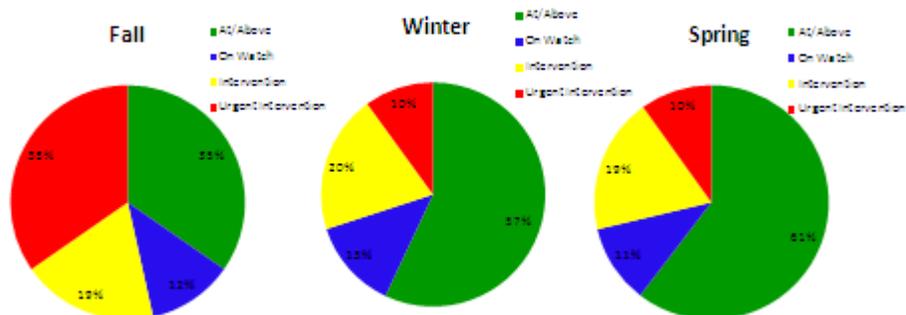


Percent of 3rd graders making a year's growth on DRA



Star Data

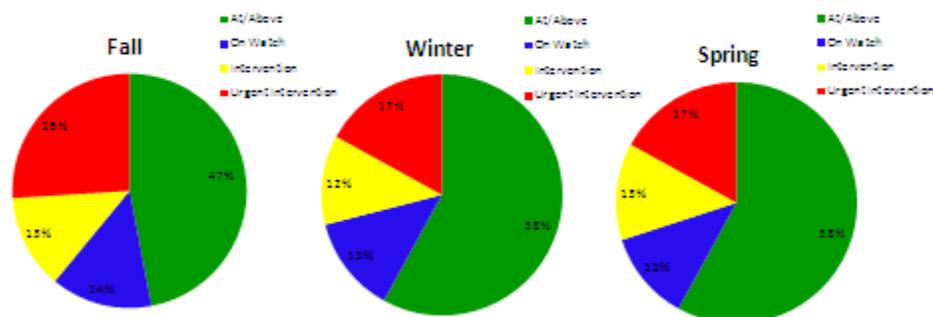
2nd Grade



- Looking at 2nd grade from fall to spring:
 - Our “at/above” percentage of students increased by 26%.
 - Our “on watch” percentage of students increased by 1%.
 - Our “intervention” percentage remained the same.
 - Our “urgent intervention” percentage decreased by 25%.

Star Data

3rd Grade



- Looking at 3rd grade from fall to spring:
 - Our “at/above” percentage of students increased by 11%.
 - Our “on watch” percentage of students decreased by 2%.
 - Our “intervention” percentage remained the same.
 - Our “urgent intervention” percentage decreased by 9%.

Recommendations for further improvement:

- Our plan for 2014-2015 is to enhance our Tier 1 reading instruction.
 - Improve/Increase shared reading and close reading.
 - Reading with a purpose & modeling
 - Close reading instruction with scaffolding
 - Engaging students in deeper conversations about more rigorous complex text.
 - Improve reading conferences, guided reading, and strategy groups
- Reading Workshop Teacher Labs (round two) will continue to train teachers in an effective reading workshop model.
- Look at the impact of our common Tier 2 interventions and make adjustments as needed.
- Continue instructional dialogue about Reader's Notebooks (responses, expectations, etc.)

2. Writing Goal: All students in grades 2 and 3 will engage in frequent, purposeful writing to become proficient writers across content areas.

Objectives:

- 43% of Dowdall students will be proficient in Writing on the MEAP by June 2014.

Strategies:

1. All teachers of writing will implement delivery of curriculum with Common Core aligned standards based on the MAISA Language Arts units for writing in order to improve the content (ideas and organization) and readability (conventions) of student writing. All Dowdall writing teachers will differentiate instruction using writing workshop.
2. All teachers of writing will implement writing across content areas.
3. All teachers of writing will use multiple measures to identify and provide interventions for at-risk students in order to improve their writing proficiency.

What we accomplished this year:

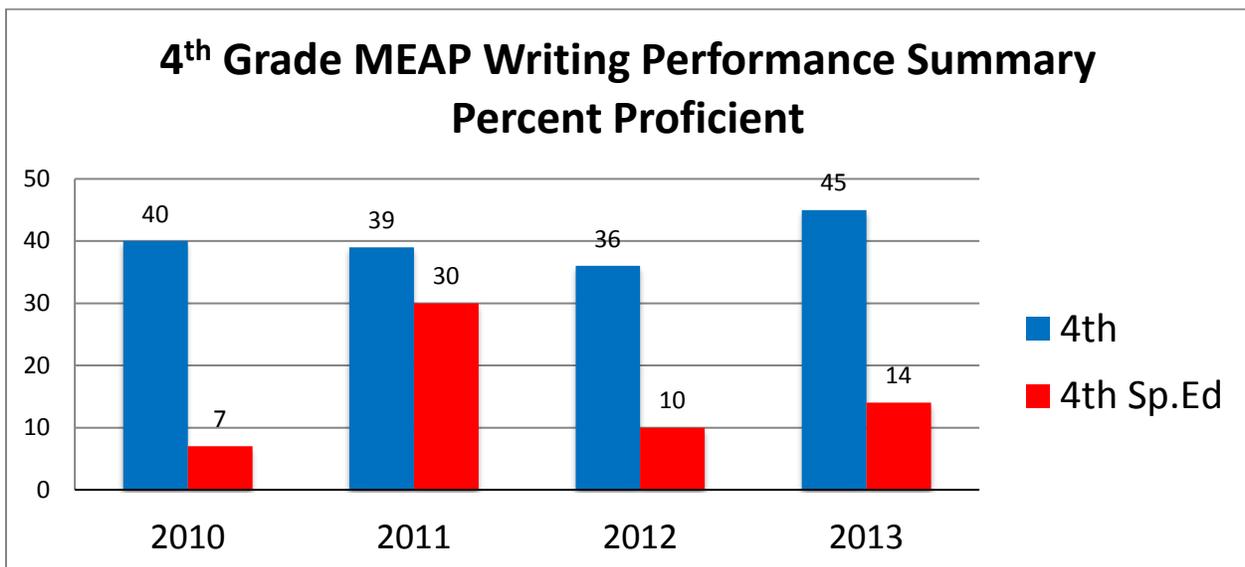
- Implementation of MAISA writing units
- Participation of 2nd grade ELA curriculum team in training of MAISA writing units at GISD
- Implementation of writing workshop as best practice model of instruction
- Development of common content area writing prompts: 1 per semester per content area subject for 2nd grade and 2 per semester per content area subject for 3rd grade
- Implementation of common pre- and post- writing assessments in genres of narrative, opinion, and informational
- Use of staff meetings for scoring and discussion of common writing assessments
- Monitoring and adjusting of common assessment prompts, directions, and rubrics
- Surveying of students regarding writing attitudes
- Establishment of protocol for common assessment collection folders

Evaluation Process:

The Writing Team identified the following Data Sources to measure improvement:

- MEAP
- Grade Level Writing assessments

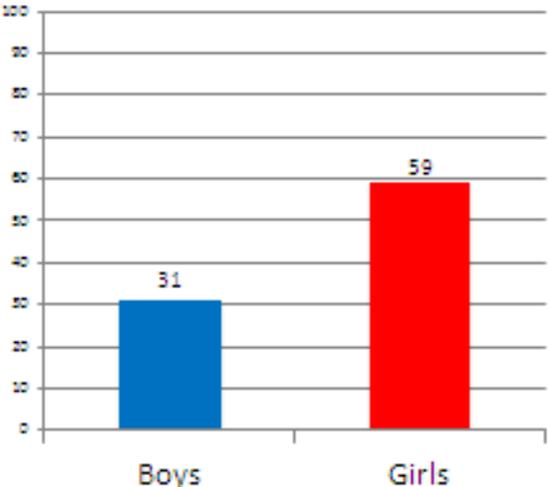
MEAP results:



In the fall of 2013, the 4th graders increased in MEAP writing proficiency from the previous year. In fact, when compared to the previous 3 school years, a higher percentage of students scored in the proficient range.

The 4th grade special education students saw an increase in writing proficiency from the previous year as well. However, they are still significantly below the percentage of proficient writers from the year 2011.

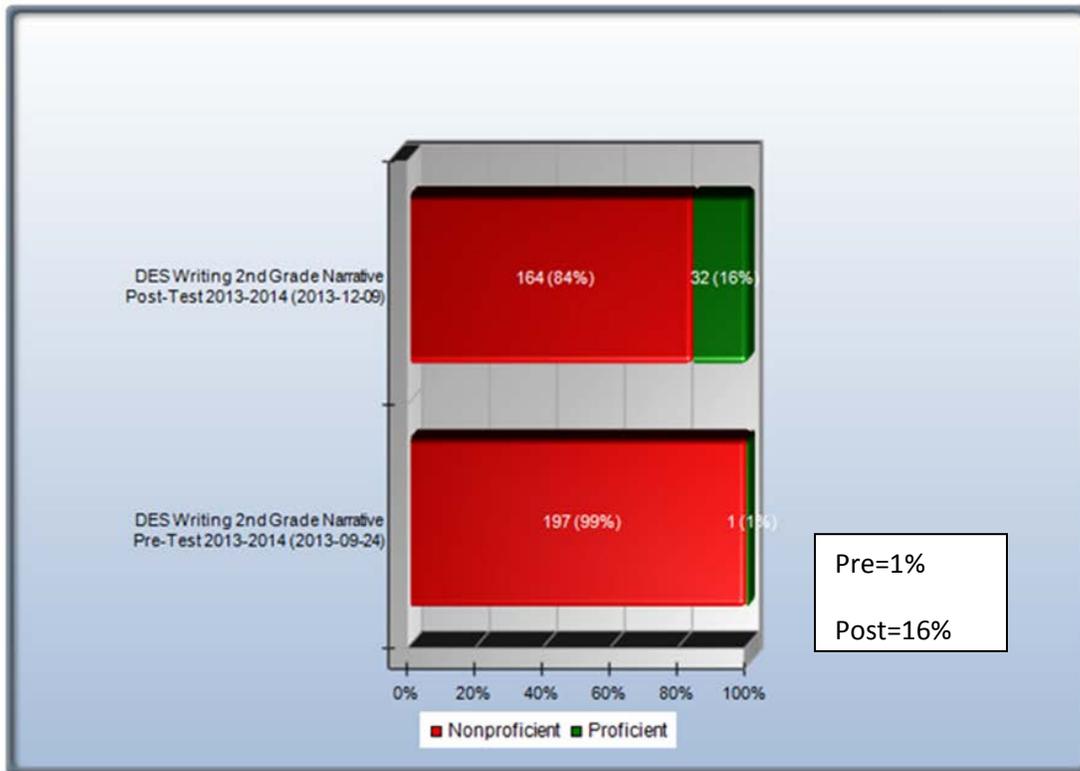
4th Grade MEAP Writing Gender Demographic Summary Percent Proficient Fall 2013



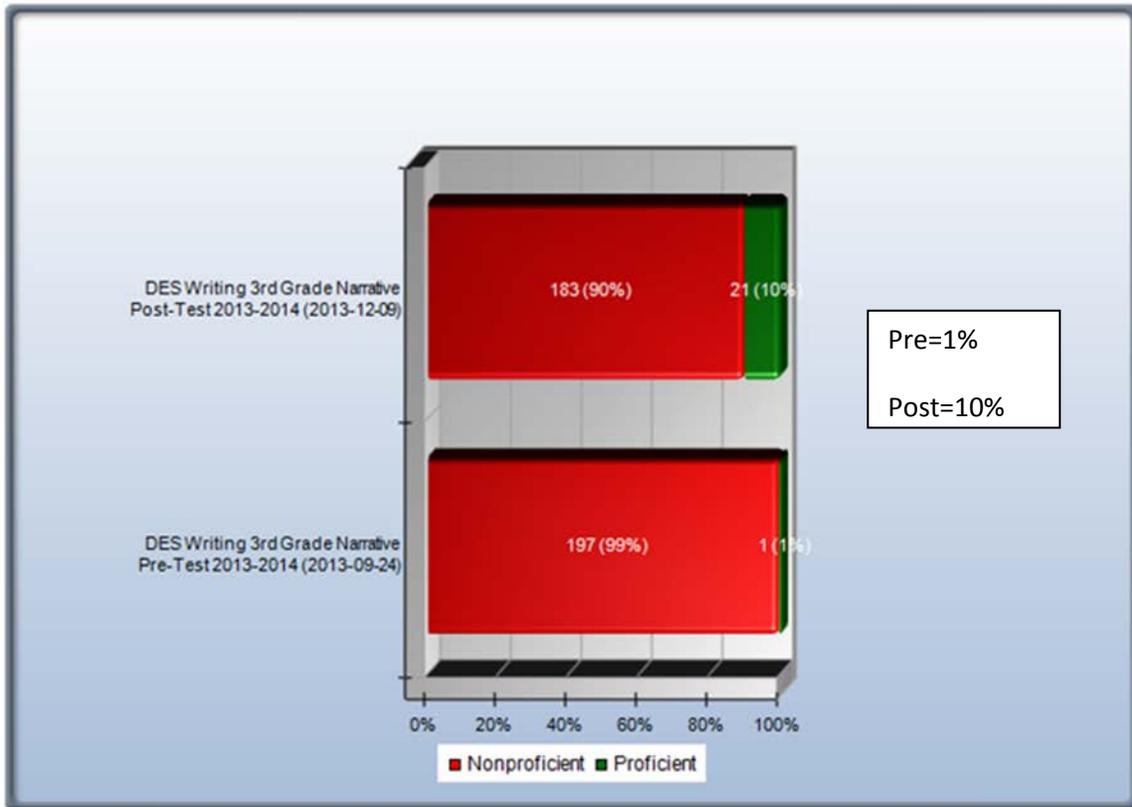
This year, there was a gender gap with girls scoring proficient at almost twice the rate as boys.

Grade Level Assessment Data for Writing

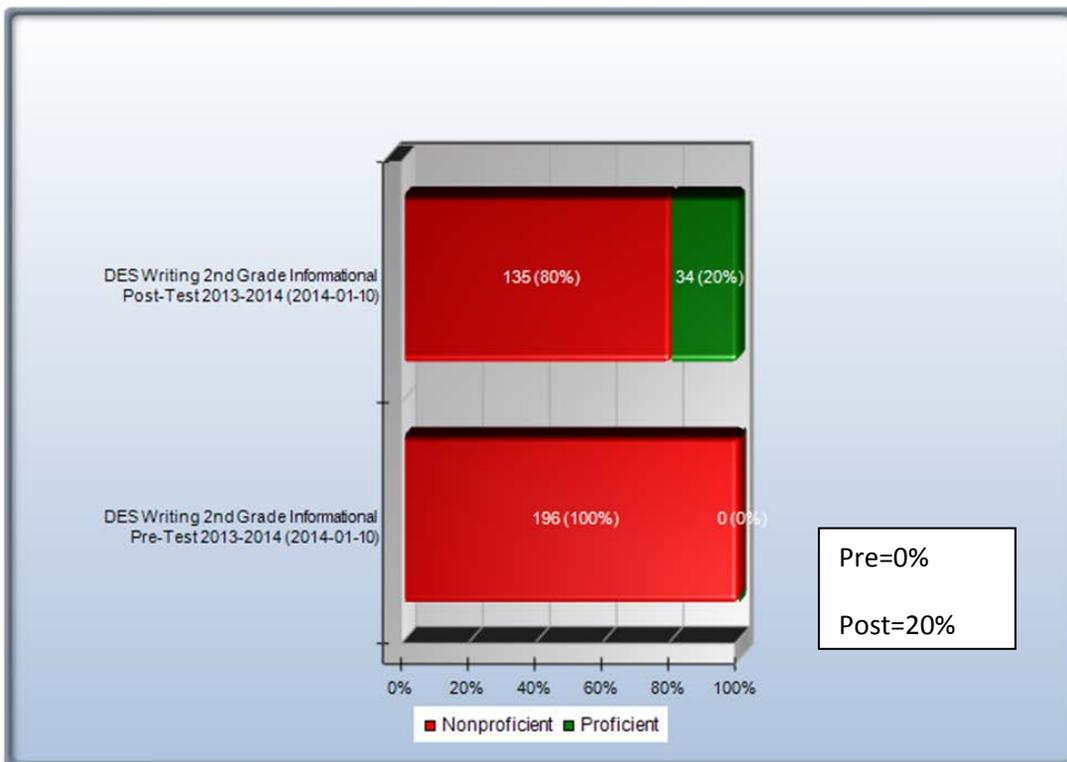
Second Grade Narrative Writing



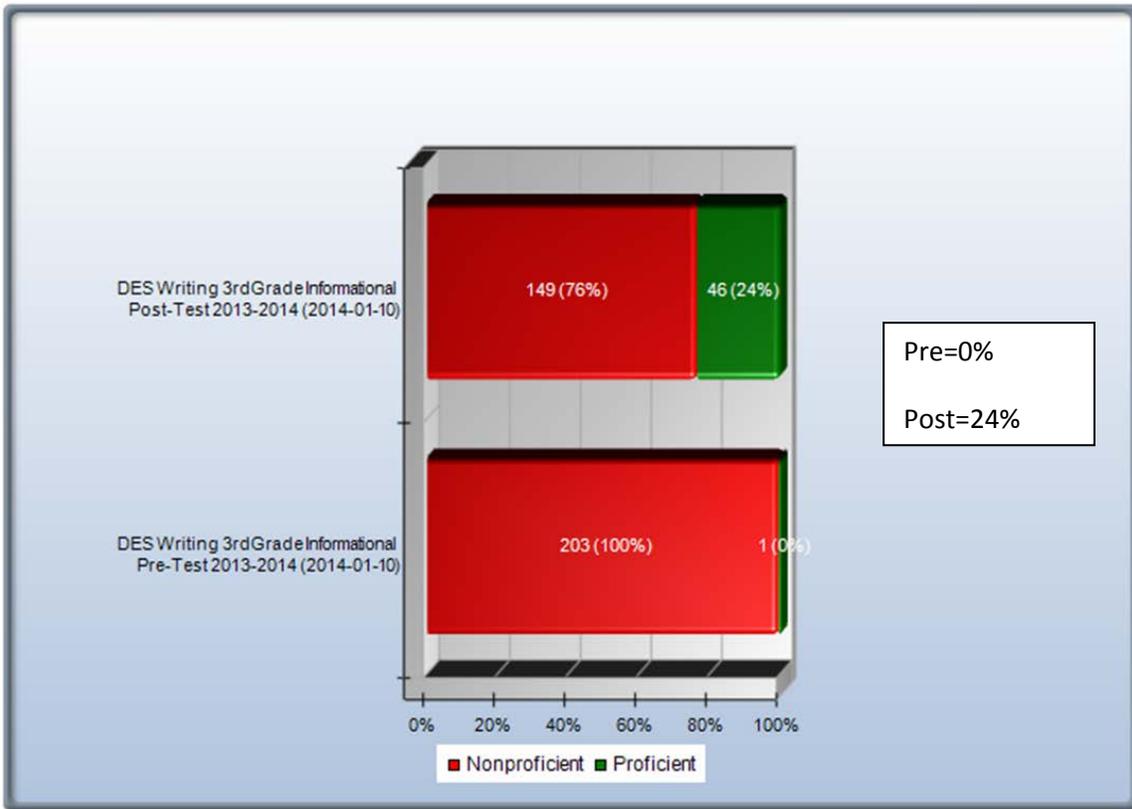
Third Grade Narrative Writing



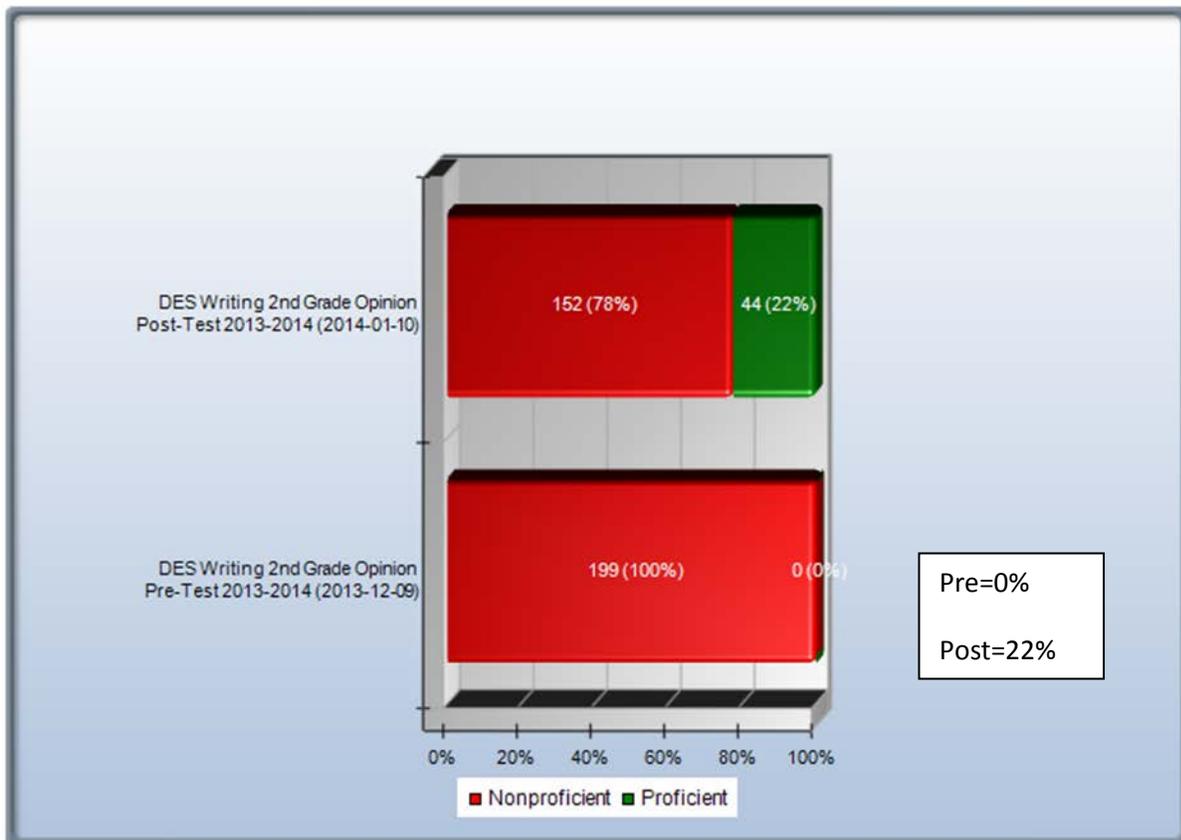
Second Grade Informational Writing



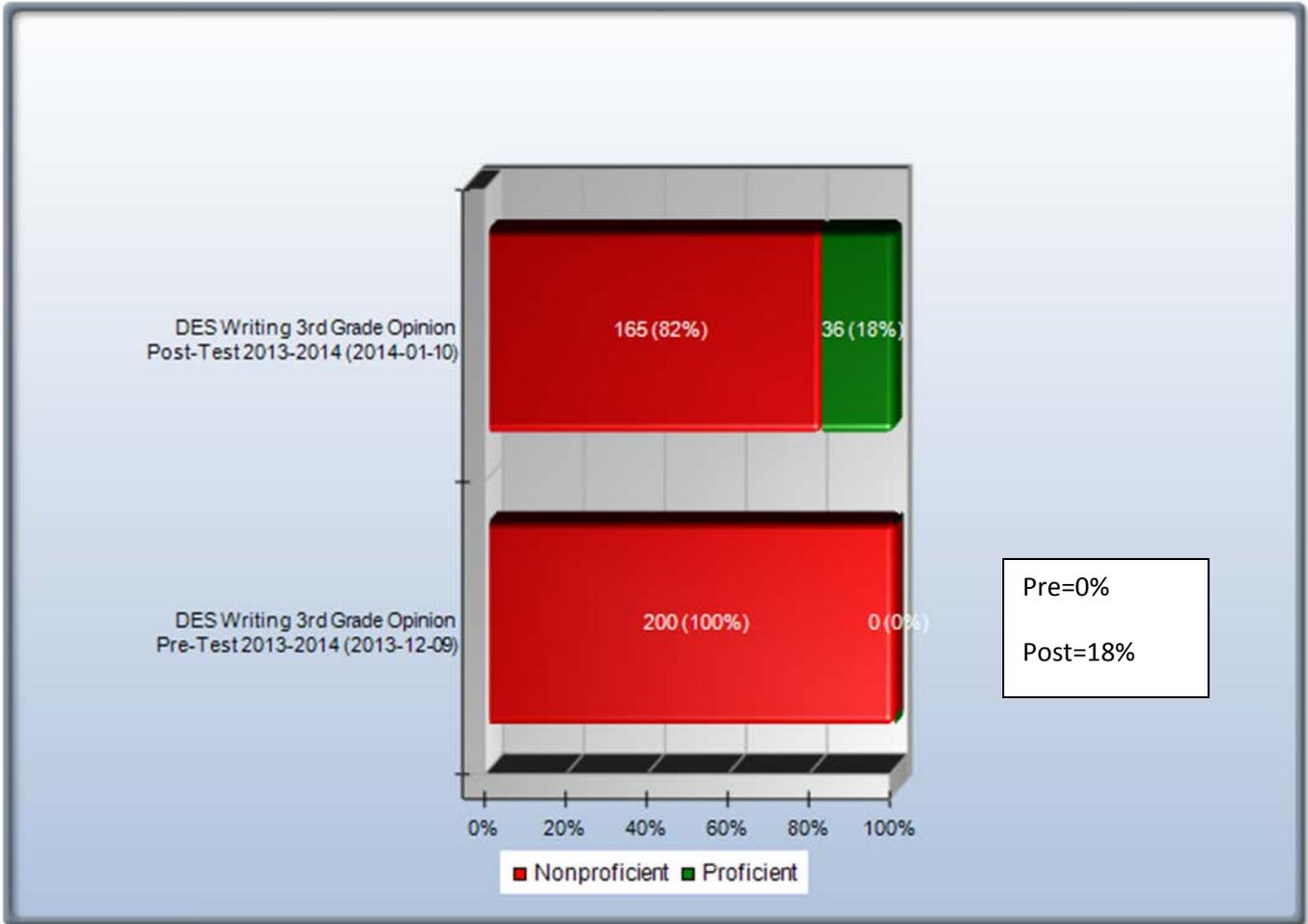
Third Grade Informational Writing



Second Grade Opinion Writing



Third Grade Opinion Writing



In all cases, students increased their proficiency in all types of writing from 9-24% from the fall pre assessments.

Plans/Implications For Next Year:

- We will continue training and support with implementation of MAISA writing units.
- We will continue monitoring and adjusting common writing assessment prompts and rubrics.
- We will implement a schedule of common content area writing assignments.
- We will align implementation of MAISA writing and reading units to capitalize on immersion opportunities.
- We will implement our protocol for common assignment collection folders.
- We will more specifically identify conventions expectations for spelling and punctuation on grade level rubrics.
- We will develop common grade level "no excuses" word lists.
- We will identify common grammar and conventions lesson resources in alignment with MAISA units.
- We will seek research-based writing interventions.
- We will continue to explore solutions to the gender gap.

3. Math Goal: All students will be proficient in mathematics. Students in grades 2-3 will demonstrate mathematical understanding, operational skills, and mathematical communication skills.

Objective: 40 % of all students will demonstrate proficiency in math by year end 2014, as measured by MEAP Proficiency Targets.

Strategies:

- 1) Teachers will deliver instruction using the CCSS 8 Math Practices.
- 2) Teachers will have all students write about mathematical thinking and problem solving.
- 3) Teachers will develop instructional interventions to address the needs of struggling learners and subgroups to develop fluency in the basic facts in order to increase achievement.
- 4) Using multiple measures, teachers will identify and provide intervention for at-risk math students in order to improve math proficiency.

What we accomplished this year:

1. Teachers participated in district provided training on math workshop.
2. The math team worked with curriculum coordinator to implement the Georgia Units of Study, develop a pacing guide, and create common unit assessments. Classroom teachers received support to implement the new curriculum with particular attention to number sense, problem solving, and fluency.
3. Common unit assessments were developed to assess student achievement.

4. All teachers will increase math instructional time to seventy minutes per day, including classroom instruction and intervention.

Intervention Activities:

1. Dowdall staff used data from the STAR Math Assessment to evaluate student’s math achievement, monitor progress, inform instruction and prescribe interventions.

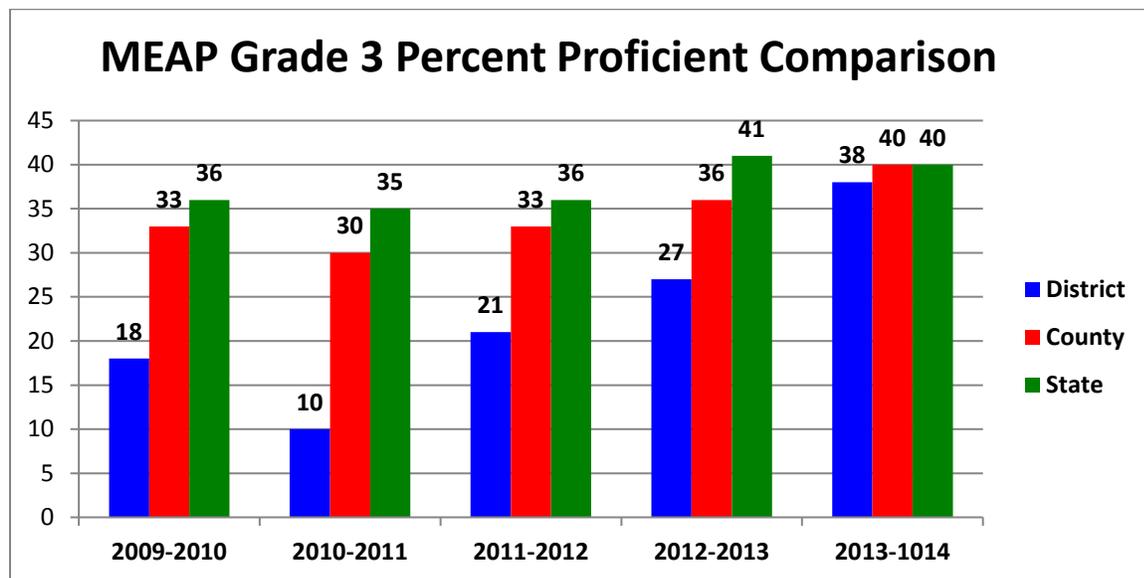
2. Targeted students received additional time and support in the area of mathematics using iPads, computers, and a web based intervention program to increase math learning and improve math skills.

3. Teachers trained parents at a school-wide Family Math Night in order to help their child with math at home.

4. Positive Behavior Intervention Support supported teacher efforts to increase student time on task and reduce disruptions in learning.

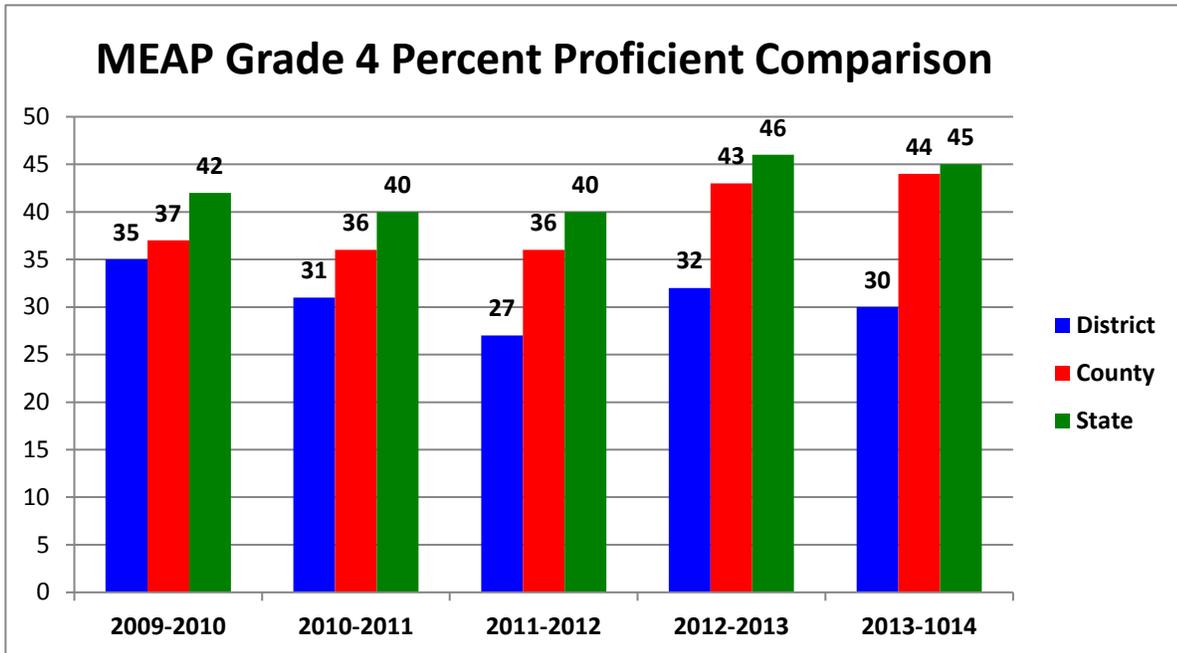
5. Time was allotted through staff meetings and data days in order to examine data, identify interventions, and process instructional strategies within and across grade levels.

MEAP data:



+ Looking at this year’s 3rd graders, last year’s 2nd grade students, although we are still not reaching our AMO, nor are we surpassing the county and state, our students continue to increase their proficiency from the previous year’s cohort.

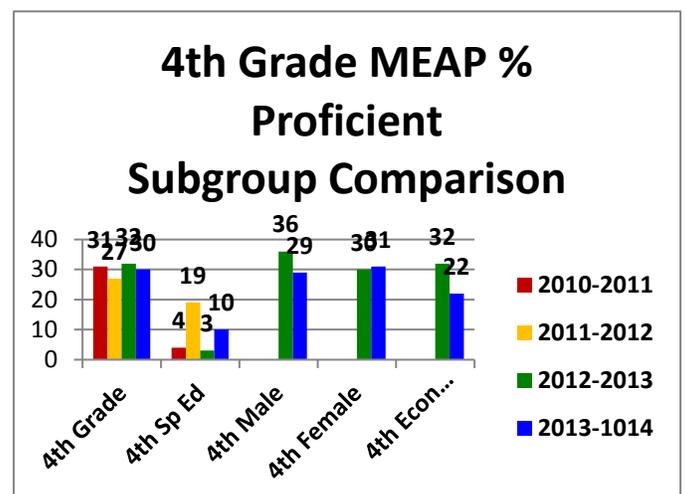
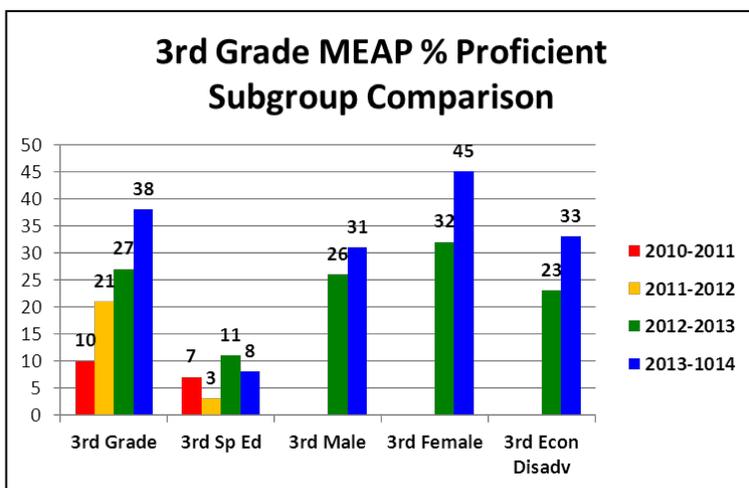
+ This year, we were only 2 percentage points behind the county and state in math and we had an 11% increase in proficiency overall from last year's cohort whereas the county saw a modest gain of 4% and the state saw a 1% decrease.



+ Looking at this year's 4th graders, last year's 3rd graders, we see that although we made a nice increase last year, our scores dropped back 2% at the district level this year while both the county and state increased 1%.

+ However, when we look at the third grade proficiency scores from last year, we see that this cohort continues to be making gains in proficiency (+3%).

+ To identify a possible cause for this year's decline, when evaluating MEAP Item Analysis, it was noted that unit pacing and topic coverage was atypical last year. The issue was addressed this year at the grade level.

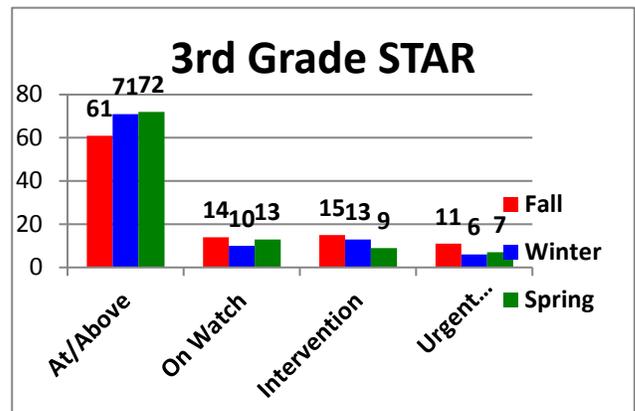
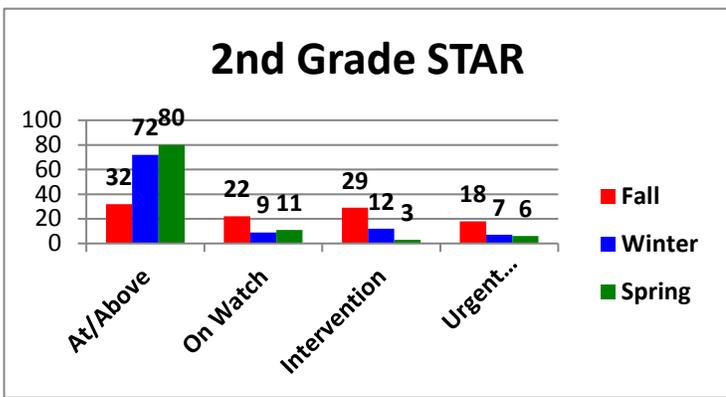


+ Comparing our 3rd grade students who receive services, we see that this year, their proficiency has dropped 3%, compared to last year's cohort. Rather than decreasing the gap (-17%), we increased it even further to nearly double (30%).

+ Looking at our 4th grade students who receive services, we see that they increased 7% from last year's cohort. However, when we look at the 3rd grade proficiency scores from last year, we see that this cohort decreased it's proficiency by 1%.

+ There is still a significant gap between our subgroups. Addressing this needs to continue being a priority. Our females continue to outperform our males and our economically disadvantaged subgroup continues to lag behind our overall population.

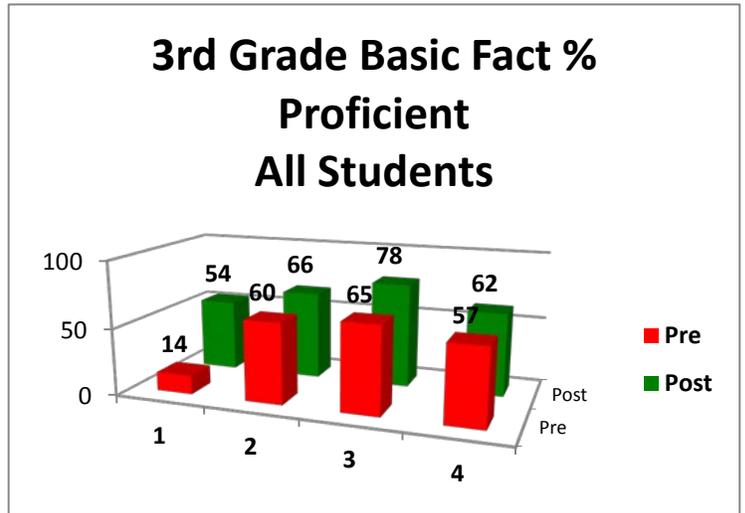
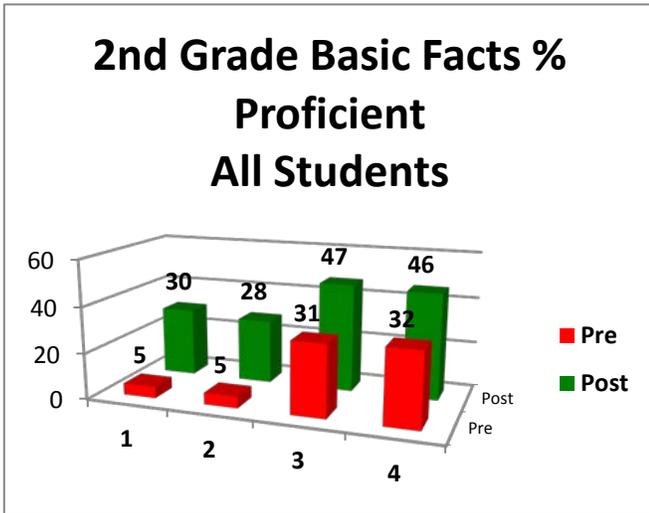
STAR Data:



STAR assessment data:

+ As we had hoped, as the year progressed both 2nd and 3rd grade students in intervention groups gradually increased their proficiencies leading to 80% of 2nd grade and 72% of 3rd grade at/above grade level on STAR math.

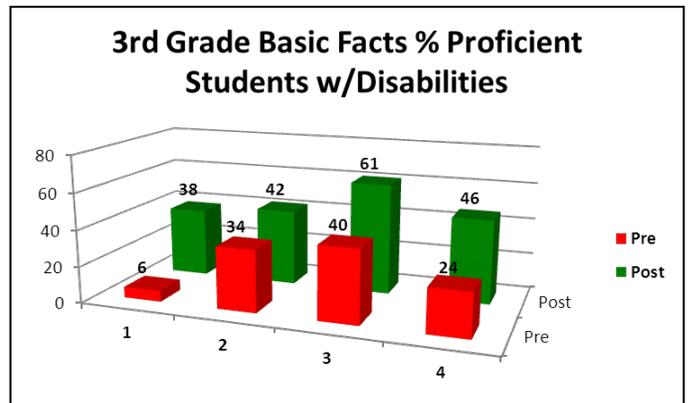
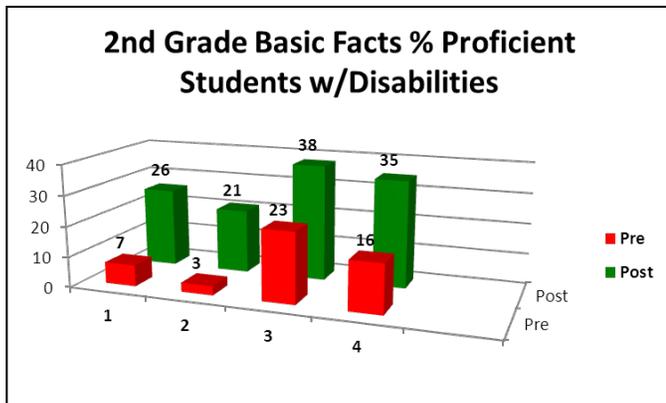
Grade Level Basis Skills tests:



+ We created timed quarterly Pre/Post Basic Fact assessments at each grade level to monitor students' fluency with their facts. 50 facts are assessed each marking period.

+ The ultimate goal is 80% fact mastery across all subgroups. Although we are not there yet, we did note an overall increase in proficiency from pre to post test.

+ We will continue to work towards the 80% goal with our targeted interventions.



+ When we compare the scores of subgroups at each grade level, we see that our 2nd grade % proficient differs between 4-11% while our 3rd grade differs between 16-24%.

+ We will continue to work towards the 80% goal with our targeted interventions.

Future Plans:

+ Our plan for the 2014-2015 school year is to maintain instructional time at 70 minutes daily which will include instruction and intervention, identifying minimum expectations for math interventions.

+ We will continue to explore our options for enhancing our students' Depth of Knowledge through the 8 Math Practices as we continue our transition into the Common Core State Standards and the Georgia Curriculum with the support of a Math Coach.

+ Continue to work with the Math Coordinator and Math Coach to identify grade level content area vocabulary and common assessments.

+ Continue to familiarize ourselves with targeted interventions including those that include technology. Implement tri-folds in order to create intervention programming uniformity.

+ Continue to find ways to involve families in mathematics including continued implementation of Math Awareness Month and Family Nights.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

The Genesee Intermediate School District and its 21 local school districts in Genesee County provide special education 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.

Students Enrolled in Special Education

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In 2012/2013, Kearsley Community Schools had students enrolled in the following GISD center-based and Project CHOICE classrooms:

15 students attend the Elmer A. Knopf Learning Center (for students with cognitive, autistic impairments and/or other impairments). Last year 13 students attended these programs.

20 students are in early childhood programs and services. Last year 20 students participated in these programs.

12 students are educated at the Marion Crouse Instructional Center and 5 students attend the Transition Center. Last year 14 students attended programs here.

405 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 443 students were enrolled in local special education programs.

1 student attended Michigan School for the Deaf. Last year, no students were enrolled in this program.

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

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 Michigan Education Assessment Program (MEAP). 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 languages, physical education, and technology.

Curriculum writing is an ongoing process. The continuing development of curriculum is 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 District Curriculum Council process to organize curriculum efforts and to provide communication across grade levels, buildings and departments.

Curriculum committees have been established for each content area. Each committee studies current issues, reviews and updates district curriculum, and examines materials (current and new) needed to deliver this curriculum. After implementation of curriculum and materials, committees monitor progress and make adjustments before beginning the DCC cycle again.

Core committees are revisiting developed curriculums to ensure alignment with the Common Core State Standards (CCSS). 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 Kearsley committees continue to check this alignment.

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

Language Arts Curriculum

An aligned language arts program has been implemented in grades K-12. Reading curriculum and instruction focuses on the development of reading skills and strategies as well as the ability to analyze, evaluate, and respond to literature. Students work with a variety of text materials, developing the tools necessary to access and create meaning from both narrative (story) and expository (informational) selections. Emphasis has been placed on being strategic readers, learning how to navigate different text formats and genres. The writing process is also a key focus of the language arts program, as well as writing for different purposes and audiences. Attention continues to be given to the importance of writing within all content areas.

During the 2013-2014 school year, teams of teachers in grade K-8 continued to work on aligning the curriculum and materials with the new Common Core State Standards (CCSS). The CCSS guide the focus of district study of story types/genres, writing forms, and grammar elements among other language arts components. State assessments also guide curriculum and instruction, with reading assessments of narrative and informational text. The MAISA (Michigan Association of Intermediate School Administrators) Language Arts materials have been adopted by the Kearsley district in grades K-8. Curriculum work focuses on unpacking the lessons, pacing the units of student, and developing common assessments. Emphasis continues on both reading and writing conferring to target student skill development. All grade levels continue to look at common assessments to gather data to inform curriculum and instruction.

Kearsley Community School District teachers in grades K-8 continue to implement reading workshops in their classrooms. This method of instruction allows for students to receive instruction and select books at their own level. During the 2013-2014, teachers participated in Lab Classroom professional learning. This lesson study format allowed teachers to visit model classrooms within the district with a focus on reading workshop. Teachers then debriefed and made plans for implementation in their own classrooms.

Teachers in grades K-5 continue to develop a deeper understanding of the Developmental Reading Assessment (DRA2) and its impact on instruction. This assessment gives important reading data across classrooms, buildings and grade levels. More importantly, the assessment guides reading instruction as teachers are able to target small group reading lessons based upon information gathered through the DRA2.

During the 2013-2014 school year, teachers continued to implement the Words Their Way program in grades K-5. This program helps students to understand how

words work from letter recognition and phonics to spelling patterns, affixes, and word origins. Students are assessed within the program, and small, flexible instructional groups are formed based on individual student abilities and challenges. This program develops skills and understanding in both reading and writing.

Science Curriculum

Curriculum is aligned for grades K-12. Further curriculum revision continues to be needed as we respond to state and federal changes in curriculum expectations and assessment. Although there are not new Core Curriculum Standards for science content, there are new literacy standards for science. The K-8 Michigan Educational Assessments are administered in the fall, with science assessed at grades five and eight. High school juniors are assessed in science in the spring, as part of the Michigan Merit Exam. Science teachers have made many adjustments to curriculum and instruction in order to meet the expectations established by the No Child Left Behind federal legislation. The focus for the 2013-2014 school year was on the Science and Engineering Practices. The district is waiting for the adoption of the Next Generation Science Standards for further curriculum development.

Math Curriculum

As a district, math data was analyzed in an effort to determine how to best support students in math. In looking to improve our students' understanding of math and their math achievement, this year teachers implemented the Georgia Department of Education Math Units of Study. In addition, Weston teachers completed a book study on Math Work Stations by Debbie Diller in an effort to deepen their understanding of math workshop and math workstations. Several Weston teachers also imitated another book study on Nicki Newton's book Guided Math. The kindergarten and first grade teachers attended professional development sessions led by Dr. Nicki Newton to further understand the depth of knowledge that the CCSS requires of our students. More professional development will be provided next year to support staff in the continued implementation of math workshop and workstations, new math units of study, common math assessments, and tiered math interventions. In addition, students will be provided seventy minutes of math instruction and intervention or enrichment throughout the school day.

Social Studies Curriculum

Social Studies curriculum development at all levels K-12 continues to be focused on the GLCEs (Grade Level Content Expectations) and the HSCEs (High School Content

Expectations) and their impact on curriculum and instructional alignment. In addition, the new CCSS (Core Curriculum State Standards) have been adopted by the state. Although there are no specific CCSSs for social studies, there are standards focusing on literacy that have an impact in this area.

The Michigan Citizenship Consortium Curriculum has been used as a framework for curriculum at Kearsley. This framework allows for an aligned curriculum K-11 in social studies with each year building a foundation for students for the next year. During the 2013-14 school year, the instructional units and supplementary materials, where available, continued to be implemented in grades K-7 and used as a framework for 8th grade US history, 9th grade US History and Geography, 10th grade World History and Geography, and 11th grade Civics and Government and Economics.

In the elementary grades, the MiC3 (Michigan Citizenship Consortium Curriculum) is used to organize the units of instruction for the year.. As lessons become available, teachers will blend the lessons from this year with the MiC3 lessons. Assessment will also be the focus of work for next year. Next year, teachers will continue to implement the units and lessons and work to develop accompanying assessments.

STUDENT ACHEIVEMENT RESULTS FOR NATIONALLY NORMED ACHIEVEMENT TESTS

STAR Assessment data is used to provide nationally-normed data for students in grades 2-8. This assessment was given three times (September, January, and May) during the 2012-2013 school year. STAR data provides information to teachers regarding student achievement in reading and math. This data is nationally normed. Teachers use the data to inform instruction and to determine interventions for struggling students. STAR data for Dowdall elementary is reported above.

PARENT-TEACHER CONFERENCES

	<u>Overall</u>	<u>Male</u>	<u>Female</u>
2010-2011	95%	95%	95%
2011-2012	94%	95%	94%
2012-2013	92%	90%	93%
2013-2014	92%	93%	90%

*Note: Dowdall changed to a 2nd & 3rd grade bldg. in 2011-12

PTO Officers:

PTO Officers:

President:	Mrs. Leslie Timm
Vice President:	Mrs. Kristin Palmer
Secretary:	Mrs. Teresa Senften
Treasurer:	Mrs. Rebecca Boggs

Parental Involvement Opportunities:

Parents can be involved at Dowdall as classroom and building volunteers, classroom special events helpers, and active PTO members and volunteers. This year for the first year a Parent Advisory Committee (PAC) was created as a subcommittee to PTO for the purpose of advising teachers and administration on issues of curriculum and school improvement.

Dowdall's Parent/Teacher Organization is active in securing program enhancements for Dowdall students. Through profits gained from the Fall Fundraiser, Boxtops for Education, and VG's incentive program, the following purchases were made:

- classroom supply reimbursements
- news periodicals for students
- purchased books for ***One School, One Book*** program
- purchased snack for Read-a-thon in March
- refreshments for Open House
- book give-aways
- Library Books and periodicals
- popcorn Fridays
- paid for field trip transportation per grade level
- Santa Bazaar
- fall and spring Book Fairs
- snacks for Parent/Teacher Conferences and Teacher Appreciation Week
- books for Summer Reading program
- Sponsored McDonald's family nights
- Popsicles for Field Day
- Mulch replacement for our playground

Building Staff Development

During 2013-14 all certified Dowdall staff members participated in the MDE AdvancEd School Improvement process serving on one of our three aforementioned Goal Teams: Reading, Writing or Math.

This year, professional staff development identified to support our goals took place on half days secured in our calendar for this purpose, as well as one and two hour meetings identified for that purpose. Staff meeting time throughout the year was also used for professional development. Professional Development included focus on the following:

- Training in Guided math principles from Dr. Nicki Newton
- Training on running Reading Workshops
- Inservice on Math Curriculum Units
- Inservice on Calkin's Writing Units
- OSHA informational meeting
- Creation of Content area writing prompts
- PBIS framework training
- Website and iPad usage
- McKinney-Vento informational meeting
- DRA fidelity checkup
- Creation of Standards based report card

Additionally, the district literacy coach conducted grade level assessment wall meetings to monitor and adjust in support of struggling readers. She also worked with teachers one-on-one to design reading interventions. Dowdall staff met in grade level teams to analyze STAR data, devise interventions and plan for progress monitoring in reading and math for students who were in the intervention categories on the STAR.

Building Technology Report:

Dowdall continues to develop the uses of technology for instruction. Teachers are supported by district and building technology service personnel.

- Students tested using STAR in the Fall, Winter and Spring, data was used to determine intervention activities
- all district assessments are scored and reported via Datawise
- all report cards are completed electronically via Synergy
- Attendance is taken using Synergy
- Disciplinary incidents are reported and recorded through Synergy
- "Q Click" program, which allows for real time assessment of students' response to specific questions
- GENNET/ ITV lab located in the library.
- DRA data is submitted through Datawise

- Classrooms utilized the computer lab with high-speed internet to support content learning
- Classrooms utilized the computer lab with high-speed internet to intervene with students at-risk with programs such as MobyMath and Xtra Math
- Smartboards in all special education classrooms and for check out in general education classrooms
- iPads for all teachers
- 2 iPad labs of 30 tablets for use in Math Intervention
- Media Projectors in every classroom
- Document Cameras in every classroom
- Classroom televisions
- Apple TV in every classroom
- Video
- Alpha Smart 3000 portable keyboards
- Digital Camera

SI Building Chairs:

Nancy Rousseau – 2nd Grade Teacher

Cindy Hutchinson-2nd grade Teacher

Amanda Crowl – 2nd grade Teacher

Janice Billing – 3rd grade Teacher

Aimee Kihn – 3rd grade Teacher

Allison Roberts – 3rd grade Teacher

Sara Saint Amour – 3rd grade Teacher

The staff of Dowdall Elementary is proud of the work accomplished during the 2012-2013 school year. We appreciate the continued support of parents, staff and our community. Together we can make a difference.

Sincerely,

Kelly Fisher, Principal, Dowdall Elementary School