

Dowdall Elementary School Annual Report 2015-2016



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

March 13, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 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 <http://www.kearsleyschools.org/> or you may review a copy from the Dowdall office. The AER combined report is located at this link: <https://goo.gl/bzctjJ>

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 Michigan K-12 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 the following additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

All students in grades 2 and 3 who live in the Kearsley district 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

Reading Goal: All students will be proficient in reading across the content areas.

Objective: 68% of 2nd and 3rd grade students will demonstrate proficiency in ELA by June 16, 2016 as measured by state and local assessments.

Strategies:

- 1) Common Core Curriculum Alignment
 - a. Curriculum and Assessment Development
 - b. Science Curriculum
 - c. Social Studies Curriculum
 - d. Common Assessments

- 2) Targeted Intervention
 - a. Leveled Literacy Intervention
 - b. Intervention Para Professionals
 - c. Professional Learning about children in poverty
 - d. Social Studies and Science non-fiction texts
 - e. ELL services
 - f. Special Education Services
 - g. Summer Literacy Camp
 - h. Progress Monitoring
 - i. Collaborative Inquiry
 - j. Use of STAR Assessment Data
 - k. PBIS
 - l. PBIS Behavior Specialist
 - m. Program Evaluation
 - n. Attendance Intervention

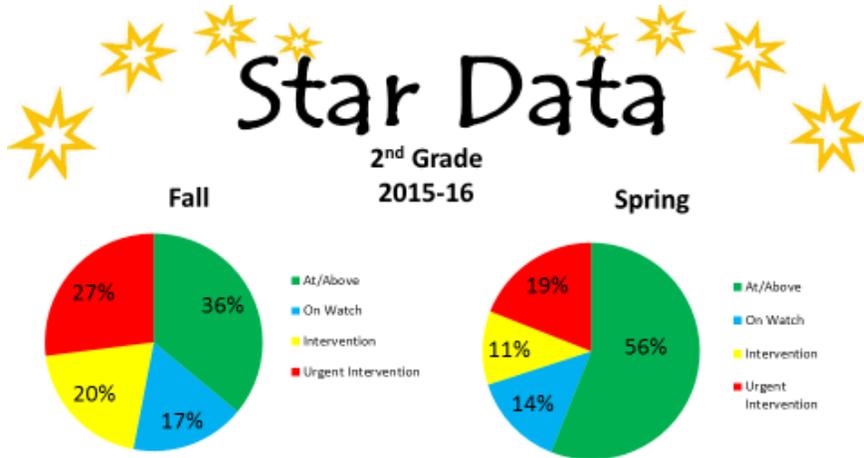
- 3) Parent Involvement
 - a. Family Night
 - b. Home School Reading Program
 - c. Parent Advisory Council
 - d. Parent Communication
 - e. Homeless Liaison

- 4) Balanced Literacy
 - a. Reader's Workshop Professional Development
 - b. Literacy Coach
 - c. Developmental Reading Assessment 2
 - d. Shared and Close Reading

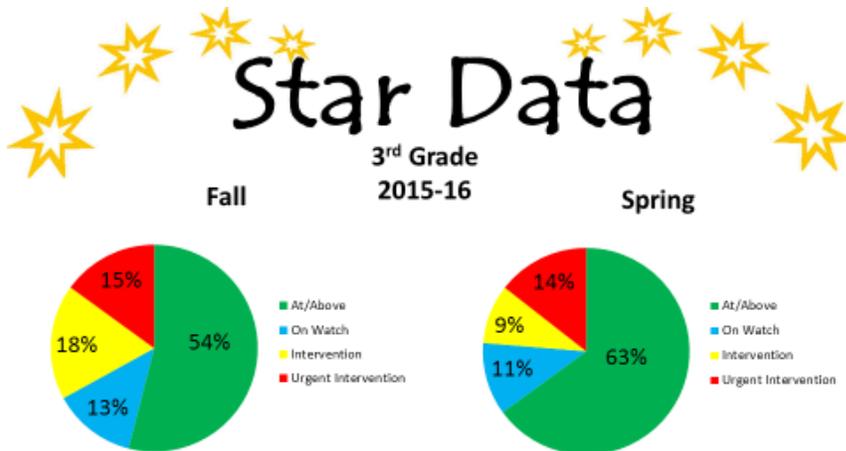
Evaluation Process

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

- Teacher survey
- M-Step scores
- STAR Data
- DRA scores
- Best practice research



- Looking at 2nd grade from fall to spring:
 - Our "at/above" percentage of students increased by 20%.
 - Our "on watch" percentage of students decreased by 3%.
 - Our "intervention" percentage of students decreased by 9%.
 - Our "urgent intervention" percentage decreased by 8%.



- Looking at 3rd grade from fall to spring:
 - Our "at/above" percentage of students increased by 9%.
 - Our "on watch" percentage of students decreased by 2%.
 - Our "intervention" percentage decreased by 9%.
 - Our "urgent intervention" percentage decreased by 1%.



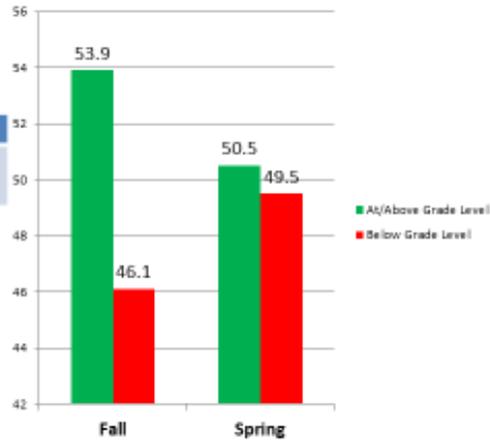
Reading DRA Results

Dowdall's 2nd Grade Reading DRA Data (2015-16)

Data Includes: *2nd graders with Disabilities

All Students:

Total	Progressed	No Progress	Regressed
207	206	1	0



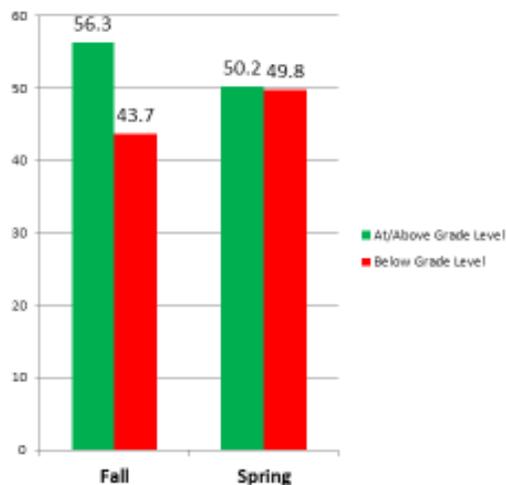
Reading DRA Results

Dowdall's 3rd Grade Reading DRA Data (2015-16)

Data Includes: *3rd graders with Disabilities

All Students:

Total	Progressed	No Progress	Regressed
218	218	0	0





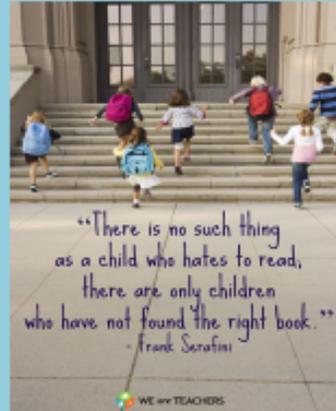
Focus Group: Tier 2 Reading Interventions 2015-16

2nd Grade:

Total	DRA Growth
91	95%

3rd Grade:

Total	DRA Growth
72	86%



Recommendations for further improvement:

- Continue to enhance our Tier 1 reading instruction.
 - This year our focus was on close reading professional development to improve/increase shared/close reading.
 - Next year the focus will be on coaching teachers with shared/close reading & listening.
 - Reading & listening with a purpose and modeling
 - Close reading & listening instruction with scaffolding
 - Engaging students in deeper conversations about more rigorous complex text
 - On demand close reading/listening experiences to mirror state testing
 - Written responses to go along with close and/or shared reading
- Intentional time spent on balanced literacy components
- Monitor and adjust MAISA units as new material is released.
- Begin conversation around intentional teaching and exposure of academic vocabulary
- Explore the use of MOBY MAX for extra support with computer-based reading.
- Investigate addressing the needs of economically disadvantaged students in the area of reading.

Writing Goal: All students will be proficient writers across content areas.

Objective: 55% of second and third grade students will demonstrate a proficiency in narrative, opinion, and informational writing in English Language Arts by June 15, 2016 as measured by state and local assessments.

Strategies:

- 1) Curriculum Development and Implementation
 - a. Use MAISA units to align curriculum and assessment
 - b. Curriculum Implementation
 - c. Training on Writing Units of Study
 - d. Word Work implementation
 - e. Collaboration with Literacy coach
 - f. Development of Language and Grammar lessons

- 2) Writing Across Content Areas
 - a. Content area common assessments aligned to CCSS

- 3) Student Writing Interventions
 - a. Collaborative Inquiry to Identify interventions
 - b. PBIS
 - c. PBIS behavior specialist
 - d. ELL services
 - e. Special Education Services
 - f. Intervention Para Professionals
 - g. Leveled Literacy Intervention
 - h. Attendance Intervention

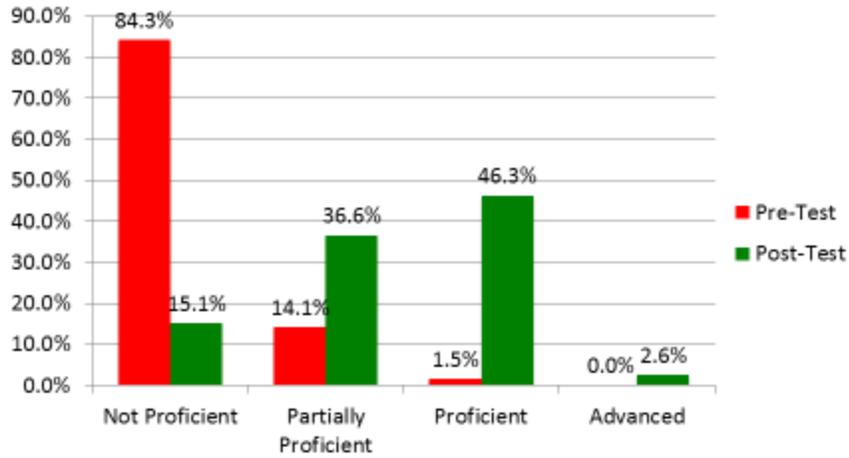
- 4) Parent Involvement
 - a. Family Curriculum Night
 - b. Parent Advisory Council
 - c. Parent Communication
 - d. Homeless Liaison

Evaluation Process:

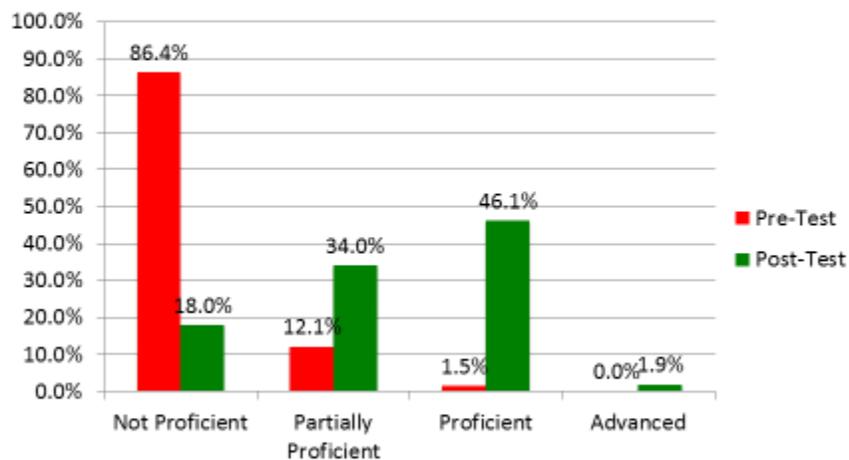
The Writing Team used grade level writing assessments to track student growth and achievement.

Progress in Writing:

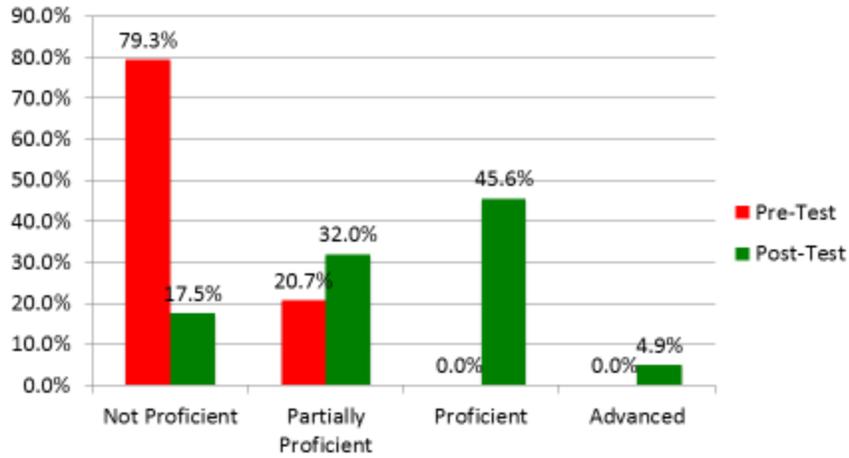
2nd Grade Informational Writing 2015-16



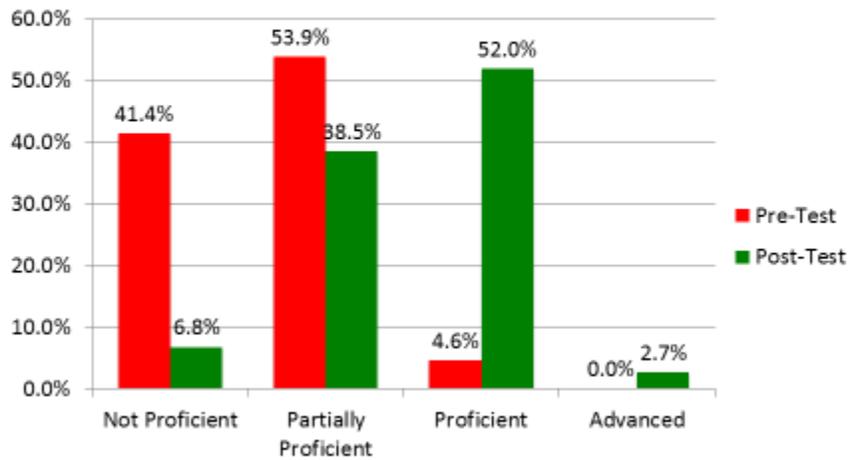
2nd Grade Opinion Writing 2015-16



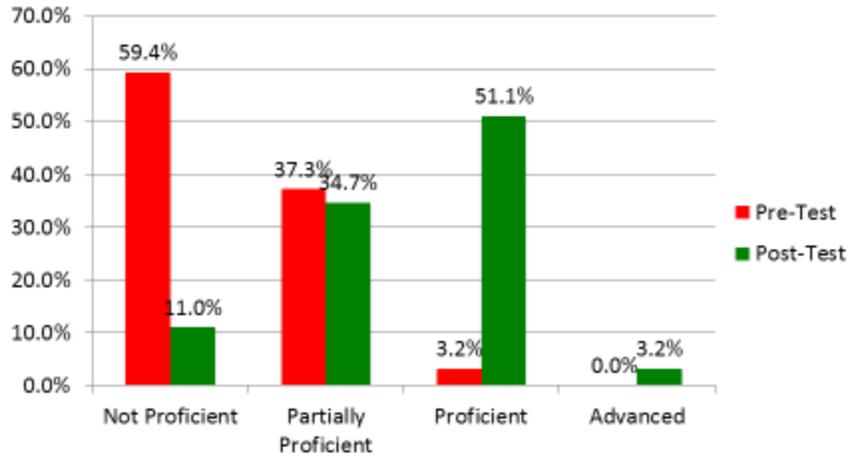
2nd Grade Narrative Writing 2015-16



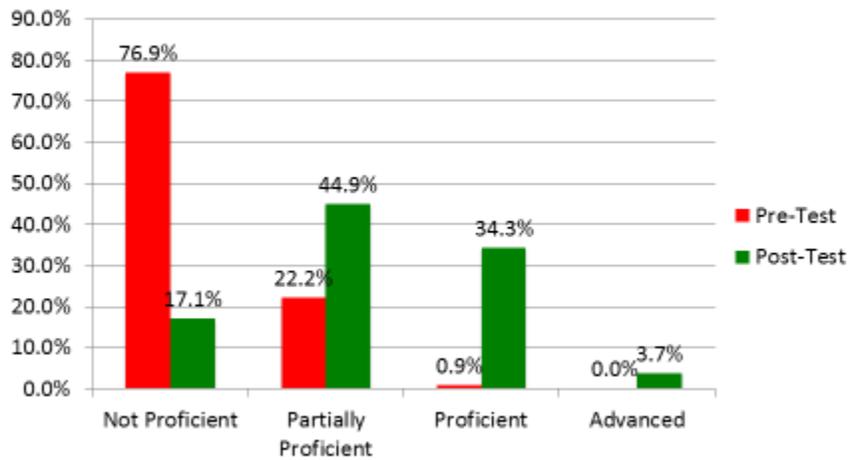
3rd Grade Informational Writing 2015-16



3rd Grade Opinion Writing 2015-16



3rd Grade Narrative Writing 2015-16



Recommendations for further improvement:

- Continue Work With Language Arts Curriculum Coordinator
- Develop M-STEP style writing-response to reading in all 3 genres
- Conversation about providing students with more independent practice in preparation for on demand writing
- Conversation to develop grade level grammar assessments
- Conversation to revise pre and post summative writing assessments across all 3 genres
- Monitor and adjust MAISA units as new material is released
- Monitor and adjust MAISA grammar lessons
- Work with literacy coach and curriculum coordinator to improve writing conferring practices with students
- Monitor and adjust word work lessons
- Reading and writing goal teams will work together to develop common written responses for reading
- Investigate addressing the needs of economically disadvantaged students in the areas of language structure, vocabulary, background knowledge, and stamina for engaged writing.
- Explore the use of MOBY for extra support in writing.

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: 50% of second and third grade students will demonstrate a proficiency in mathematical understanding, operational skills and mathematical communication skills by June 15, 2016 as measured by state and local assessments.

Strategies:

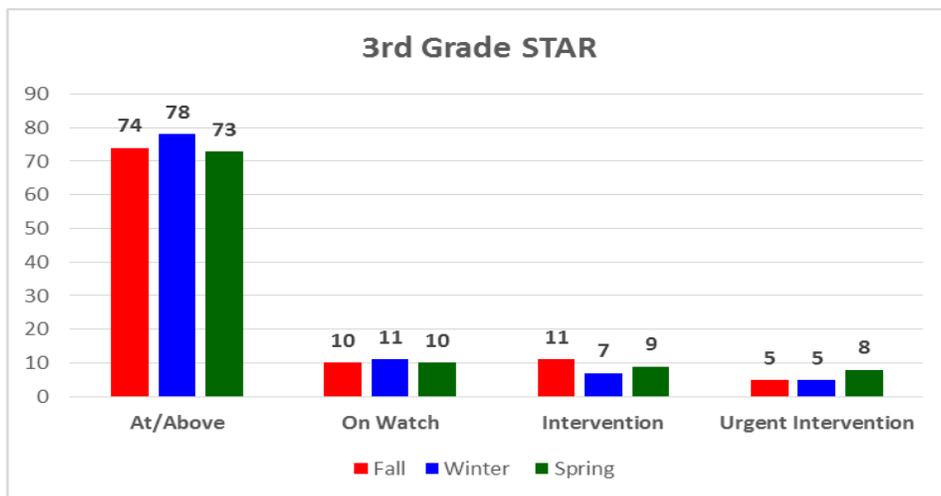
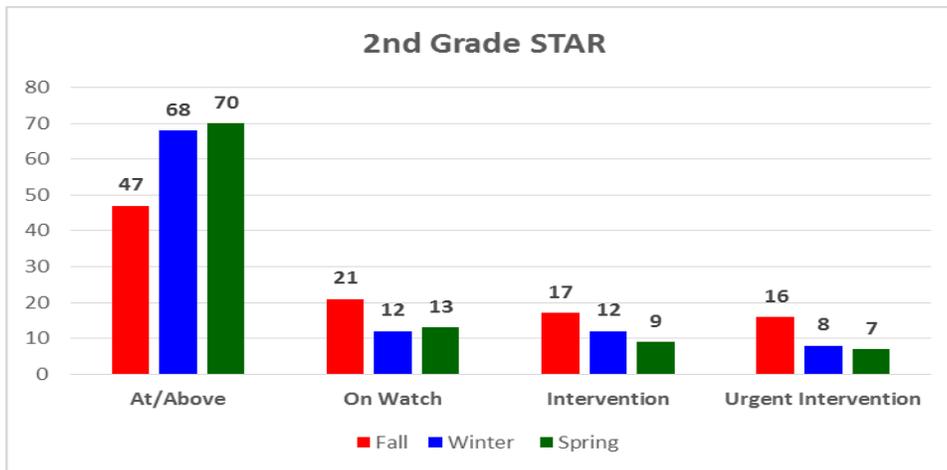
- 1) Curriculum Instruction and Implementation
 - a. Teacher training on Math Workshop
 - b. Math Curriculum Updates
 - c. Implementation of common math assessments
 - d. Maintain seventy minutes of instructional time in mathematics
 - e. Incorporation of eight Math practices
 - f. Math coach
- 2) Writing in Mathematics
 - a. Implement Writing/journaling into mathematics
- 3) Math Instructional Interventions
 - a. Use STAR Math Assessment Data for intervention screening & progress monitoring
 - b. "Do the Math" tier 2 intervention
 - c. Accelerated Math and Moby Max as online tier 2 interventions

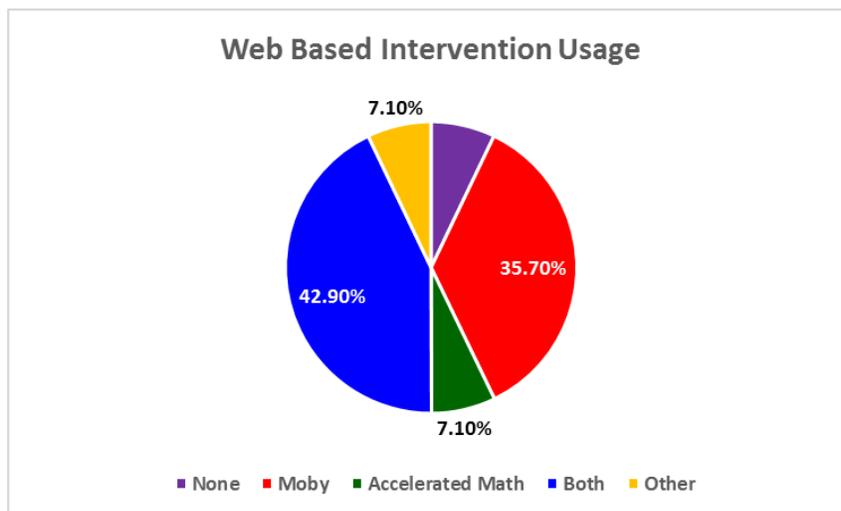
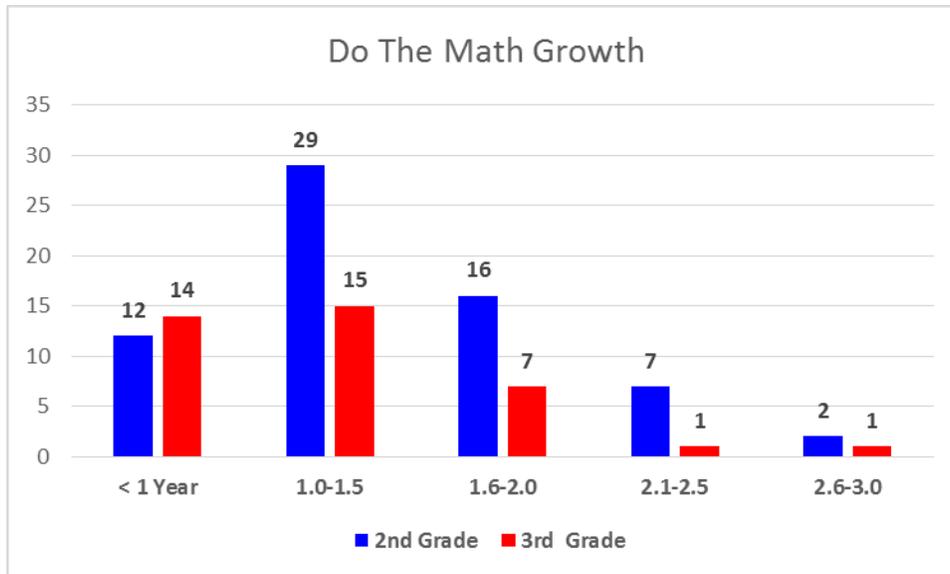
- d. PBIS
 - e. PBIS Behavior Specialist
 - f. Special Education Services
 - g. Attendance Intervention
- 4) Parent Involvement
- a. Family Curriculum Night
 - b. Parent Advisory Council
 - c. Parent Communication
 - d. Homeless Liaison

Evaluation Process:

The Math Team used the STAR Mathematics assessments to track student achievement throughout 2015-16.

Progress in Mathematics:





Recommendations for further improvement:

- Continue training teachers on the implementation of Math Workshop.
- Train teachers on the newly adopted Bridges Math curriculum.
- Instructional dialogue with regard to the 8 Mathematical Practices and Depth of Knowledge.
- Continue evaluation of Tier 2 interventions and adjust accordingly.

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 services 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 2015/2016, Kearsley Community Schools had students enrolled in the following GISD center-based and Project CHOICE classrooms:

10 students attend the Elmer A. Knopf Learning Center (for students with cognitive, autistic impairments and/or other impairments). Last year 9 students attended these programs.

10 students are in early childhood programs and services. Last year 12 students participated in these programs.

13 students are educated at the Marion Crouse Instructional Center. Last year 12 students attended programs here. 8 students attend the Transition Center. Last year, 5 students attended the Transition Center.

444 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 429 students were enrolled in local special education programs.

2 students attended Michigan School for the Deaf. Last year, 1 student was enrolled in this program. Also, 2 students attend the HI program at Haas Elementary School.

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 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 NATIONALLY NORMED ACHIEVEMENT TESTS

STAR Assessment data is used to provide nationally-normed data for students in grades 2-8. This assessment is administered three times (September, January, and May) during the 2015-2016 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 Comparison Fall to Spring 2015-2016												
Math	Percent of Students By Performance Band											
	Urgent			Intervention			On Watch			At or Above Benchmark		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
2nd	16	8	6	17	12	9	21	12	11	47	68	74
3rd	5	5	5	12	7	10	10	11	9	74	77	75

Reading	Percent of Students By Performance Band											
	Urgent			Intervention			On Watch			At or Above Benchmark		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
2nd	27	19	15	20	11	13	17	14	14	35	56	58
3rd	15	14	12	18	9	14	14	11	10	53	65	64

Key	Urgent	0 to 9th percentile
	Intervention	10th to 24th percentile
	On Watch	25th to 39th percentile
	At or Above Benchmark	At or above 40th percentile

PARENT-TEACHER CONFERENCES

	<u>Overall</u>	<u>Male</u>	<u>Female</u>
2013-2014	92%	93%	90%
2014-2015	92%	92%	92%
2015-2016	91%	92%	91%

Parental Involvement Opportunities:

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 & Spring Fundraisers, Proceeds from Santa Bazaar Boxtops for Education, the following purchases were made:

- classroom supply reimbursements
- news periodicals for students
- purchased snack for Read-a-thon in March
- refreshments for Open House
- Library Books and periodicals
- Santa Bazaar
- fall and spring Book Fairs
- snacks for Parent/Teacher Conferences and Teacher Appreciation Week
- books for Summer Reading program
- Sponsored 1st Annual homecoming ColorRun
- Popsicles for Field Day

The staff of Dowdall Elementary is proud of the work accomplished during the 2014-2015 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