

Fiedler Elementary School Annual Report 2014-2015



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.

School Annual Education Report (AER) Cover Letter

April, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2015 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.

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 additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

All 4th and 5th grade students 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

Math Goal

All students will be proficient in math. Students will demonstrate mathematical understanding, operational skills and mathematical communication skills.

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

STAR math data for 2013-14

	Fall- percentage at/above benchmark	Spring- percentage at/above benchmark	Change
Fourth grade	66%	71%	+ 5%
Fifth grade	52%	58%	+ 6%

STAR math data for 2014-15

	Fall- percentage at/above benchmark	Spring- percentage at/above benchmark	Change
Fourth grade	65%	66%	+ 1%
Fifth grade	64%	62%	-2%

Focus Strategies for Math Goal

- All teachers will implement academic vocabulary.
- All teachers will provide feedback to students.
- All teachers will provide time for close reading.
- All teachers will have students write in the content area.
- All teachers will provide interventions for students not meeting standards.

This year the focus in math was on the following:

- Implementing math units of study which align with the Common Core State Standards
- Planning 30 minutes of differentiated instruction called WIN (What I Need) time four times per week
- Implementing a standards-based report card
- Creating common formative and summative assessments for the standards-based report card implementation
- Assessing students with the common formative and summative assessments and providing students with purposeful feedback
- Creating a pacing guide that includes all of the instructional units per grade level
- Implementing all of the instructional units per grade level
- Providing Tier 2 and Tier 3 interventions using Moby Max on iPads and "Do the Math" modules.

For fluency in number operations, it is recommended that to prepare children for algebra they must have fluent retrieval of basic arithmetic facts. The National Mathematics Advisory Panel reported in their final report that by the end of Grade 5, students should be proficient with multiplication and division of whole numbers. As part of the new standards-based report card, common expectations for skills for successful learners of math were created. One of the focus skills was basic fact fluency. Basic fact fluency was assessed in all four marking periods.

By the end of 4th grade students are expected to master fact fluency (100 problems in addition, subtraction, multiplication and division in the following amount of time:

Addition (97% in 5 minutes)

Subtraction (95% in 6 minutes)

Multiplication (90% in 6 minutes)

Division (90% in 8 minutes)

For 5th grade students the expectations are as follows:

Addition (97% in 4 minutes)

Subtraction (95% in 5 minutes)

Multiplication (95% in 5 minutes)

Division (94% in 6 minutes)

4 th grade Data	1 st Marking Period (195 students) # Proficient	4 th Marking Period (193 students) # Proficient	Growth - # of students increased in proficiency
Addition	36	123	+87
Subtraction	28	109	+81
Multiplication	48	111	+63
Division	12	97	+85

5 th grade data	1 st Marking Period (224 students) # Proficient	4 th Marking Period (219 students) # Proficient	Growth - # of students increased in proficiency
Addition	117	164	+47
Subtraction	63	146	+83
Multiplication	92	148	+56
Division	51	139	+88

Implications for Next Year:

- Exploring math strategy groups as a method to differentiate instruction
- Keeping the focus of WIN (What I Need) time on math interventions
- Engaging students in authentic discussions about math
- Continuing the implementation the curriculum and make revisions where needed to meet the demands of the CCSS
- Continuing the implementation of the common formative assessments
- Revising the common summative assessments so they assess students at the appropriate depth of knowledge levels.
- Implement academic vocabulary for each of the math units

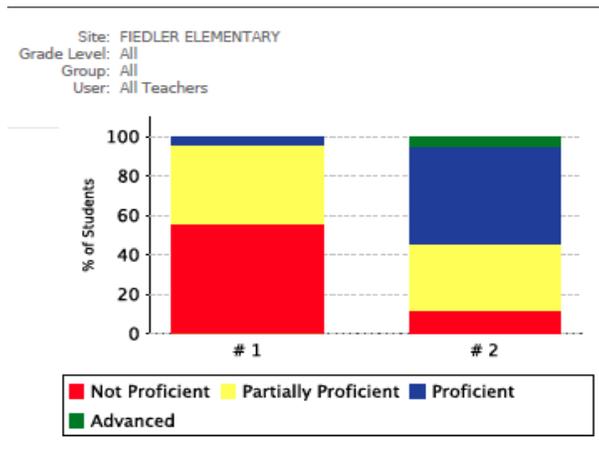
- Providing more opportunities for parents/ families to be involved with math (open house, curriculum night, math activities, math month, monthly math newsletter)

Writing Goal

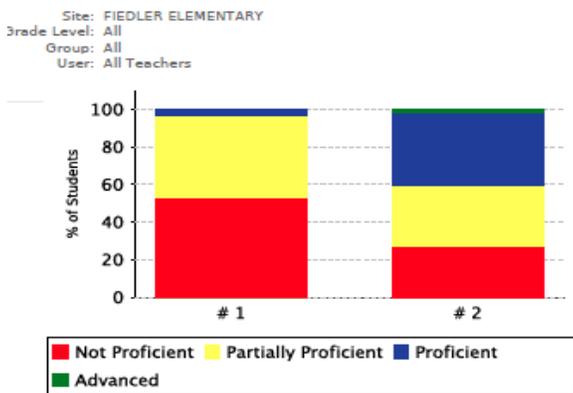
All students at Fiedler Elementary will become proficient writers.

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

Narrative Writing: Comparison of pre-test (#1) and post-test (#2) writing

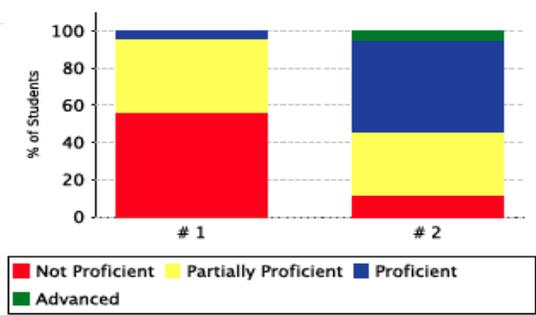


4th grade-
Narrative Writing Data



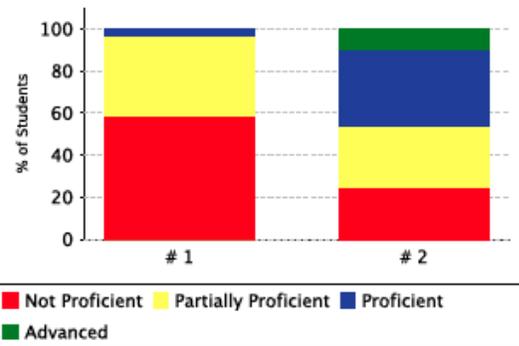
5th grade-
Narrative Writing Data

Opinion Writing: Comparison of pre-test (#1) and post-test (#2) writing



4th grade-
Opinion Writing

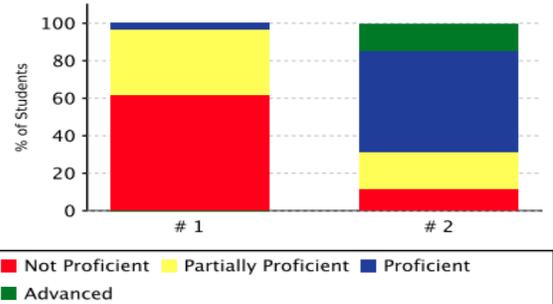
Site: FIEDLER ELEMENTARY
Grade Level: All
Group: All
User: All Teachers



5th grade-
Opinion Writing

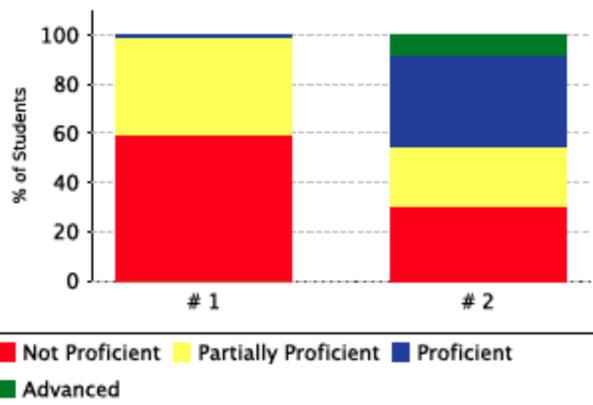
Informational Writing: Comparison of pre-test (#1) and post-test (#2) writing

Site: FIEDLER ELEMENTARY
Grade Level: All
Group: All
User: All Teachers



4th grade-
Informational Writing

Site: FIEDLER ELEMENTARY
Grade Level: All
Group: All
User: All Teachers



5th grade-

Informational Writing

Focus Strategies for Writing Goal

- All teachers will implement academic vocabulary.
- All teachers will provide feedback to students.
- All teachers will provide time for close reading.
- All teachers will have students write in the content area.
- All teachers will provide interventions for students not meeting standards.

This year the focus in writing was on the following:

- Creating common expectations for the common formative assessments in the content areas (math, science, and reading)
- 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 a writing checklist for provide feedback to students

Implications for Next Year:

- Monitoring and adjusting phase of implementation of adopted curriculum so the curriculum aligns with the expectations on the common writing continuum
- Focusing on formative assessments and providing feedback
- Creating common formative assessment for social studies units
- Making needed revisions on common formative assessments
- Implementing time for students to compose on the HP tablets to improve keyboarding skills
- Providing more opportunities for parents/ families to be involved with writing (open house, curriculum night, young author celebrations, writing celebration)

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	53	14	15	19
4 th grade spring	58	16	11	14
5 th grade fall	50	16	19	15
5 th grade spring	62	15	12	11

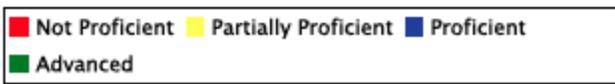
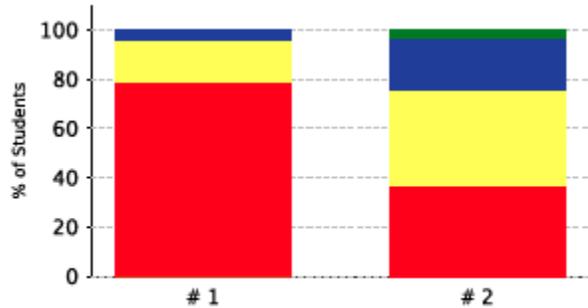
End of Year comparison of DRA and STAR

4 th grade		EOY DRA- % proficient	EOY STAR- % at/above level
	2013-14	58%	65%
	2014-15	77%	58%

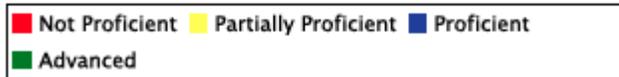
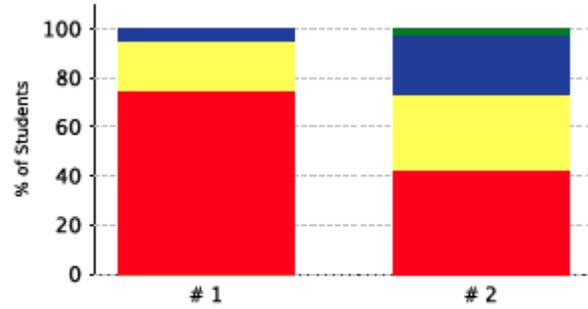
<u>5th grade</u>		EOY DRA- % proficient	EOY STAR- % at/above level
	2013-14	60%	53%
	2014-15	70%	62%

Reading Nonfiction Pre-test(#1) and Post-test(#2)

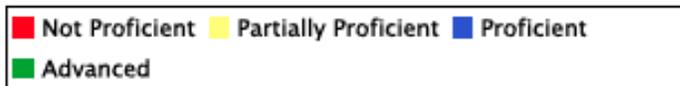
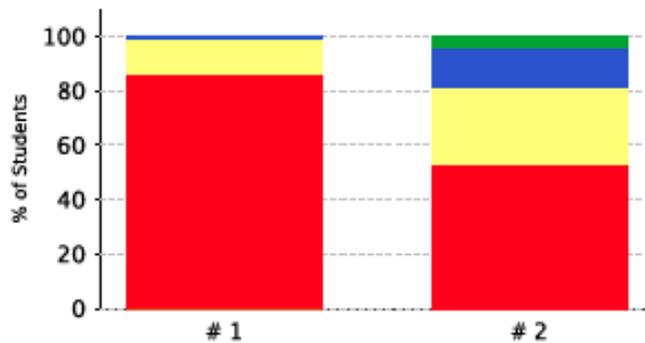
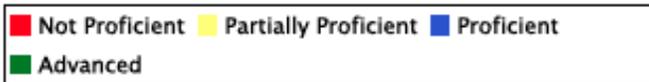
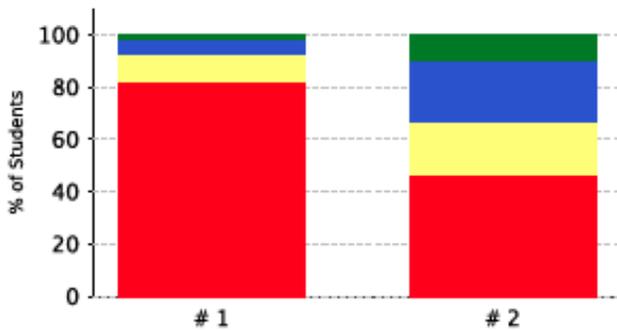
4th grade- part #1



4th grade- part #2

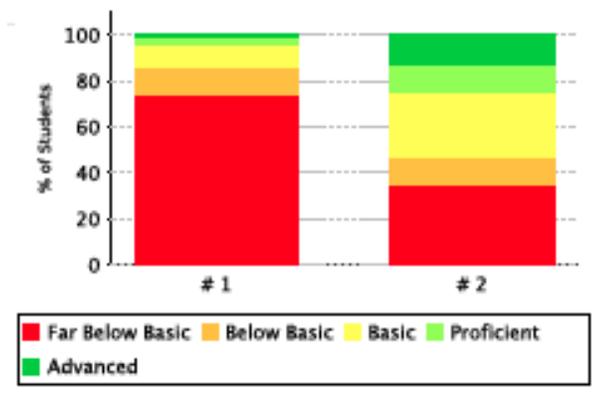
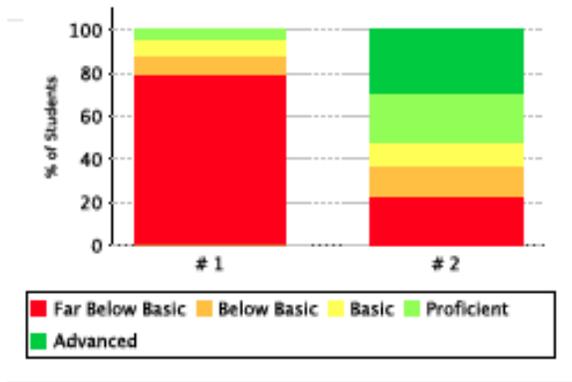


5th grade- part #1



5th grade- part #2

Reading Fiction Pre-test (#1) and Post-test (#2)



Focus Strategies for Reading Goal:

- All teachers will implement academic vocabulary.
- All teachers will provide feedback to students.
- All teachers will provide time for close reading.
- All teachers will have students write in the content area.
- All teachers will provide interventions for students not meeting standards.

This year the focus in reading was on the following:

- Participating in One School, One Book by reading The Map Trap
- Providing Tier 2 reading interventions with fidelity
- Struggling readers were moved along the assessment wall
- Discussing struggling readers/interventions/data during data days to make future plans
- Utilizing the lab classroom approach to train teachers in reading workshop procedures and expectations
- Creating and implementing common formative and summative assessments for reading

Implications for Next Year:

- Increasing the focus on academic vocabulary delivery and instruction
- Continuing our focus on close reading with common expectations
- Monitoring and adjusting the new reading curriculum
- Monitoring and adjusting the newly written common assessments.
- Developing assessments and curriculum for the Speaking and Listening standards which will be part of the report card in 2016-17
- Continuing our focus on Reader's Workshop now that **ALL** Reading teachers have been trained in the Workshop model.
- Celebrating reading during the month of March and encouraging parent involvement through the daily activities, One School – One Book, and Family Reading Night.

Common Focus Strategies for All Three Goal Areas for 2014-15

- All teachers will systematically implement academic vocabulary.
- All teachers will daily provide time for close reading.
- All teachers will have students engage in authentic discussions about content.
- All teachers will focus on formative assessment and providing feedback.
- All teachers will provide more opportunities for parents/ families to be involved.
- All teachers will provide interventions for students not meeting standards.

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.

In 2014/2015, Kearsley Community Schools had students enrolled in the following GISD center-based and Project CHOICE classrooms:

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

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

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

429 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 405 students were enrolled in local special education programs.

1 student attended Michigan School for the Deaf. Last year, 1 student was 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: 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 . 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 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 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 2014-2015 school year, teams of teachers in grade K-8 continued to work on aligning the curriculum and materials with the Michigan K-12 Standards. These standards 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 2014-2015 school year, teachers participated in Lab Classroom professional learning experiences. 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 2014-2015 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. The K-8 Michigan Educational Assessments are administered in the spring, with science assessed at grades five and eight. High school juniors are assessed in science in the spring, as part of the M-STEP. Science teachers have made many adjustments to curriculum and instruction in order to meet the expectations established by state and federal governments. The focus for the 2014-2015 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, teachers continue to implement the Georgia Department of Education Math Units of Study.. 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

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 2014-15 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.

Next year, teachers will continue to implement the units and lessons and work to develop accompanying assessments.

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

Data from local assessments including DRA and district math, writing, and reading assessments can be found in the school improvement article above.

PARENT-TEACHER CONFERENCES

Parent Teacher Conferences:

	Overall	Male	Female
2011-2012	93%	94%	95%
2012-2013	90%	89%	92%
2013-2014	89%	89%	90%
2014-2015	81%	78%	84%

(2011-12 represents the first year the Fiedler consisted of only fourth and fifth graders.)

PTO Officers:

Leslie Timm- president

Kristen Palmer- vice president

Beth VanHamlin- secretary

Theresa Lillywhite- treasurer

Parental Involvement Opportunities:

Parents were involved in helping to draft the Title 1 parent compact that was distributed during the first parent-teacher conference. For both the mid-year and end-of-year School Improvement reviews, a parent representative was present and provided her insight and feedback on Fiedler's SI plan and the progress of the plan.

The Upper-Elementary PTO raised money through activities such as pie and wreath 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.

During the spring conferences, parents were surveyed to gather perception data on the educational programming at Fiedler Elementary.

We hosted three different family events this year. In November, the students were encouraged to participate in several math 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. After finishing the book, *The Map Trap*, there was a family reading night at the end the month. The final family event was the Writing Celebration in June.

Family members were invited in to celebrate the published writings of the students. The writing celebration took place during school hours.

Building Staff Development

The main focus for the school year was to implement the new standards-based report card. In order to effectively implement a standards-based report card, common formative assessments needed to be created in reading, writing, and math. During the year, the formative assessments were created by the school improvement leaders and then implemented by all teaching staff. The teachers took time to make needed revisions and they will continue to monitor and adjust the implementation of the common formative assessments.

There were monthly staff meetings with a focus on math instruction. Georgia math units were the units that all teachers were expected to teach during the year. The grade level teams worked together to discuss the various tasks and share resources. The teachers also spent time discussing the results of the common assessments aligned to the units and to the Common Core State Standards. They participated in a book study to learn techniques to improve effective discussions during math instruction.

After each of the STAR assessment windows, the classroom teachers participated in Data Days. During Data Days the teachers updated the assessment wall with the district literacy coach. The assessment wall tracked the progress of the most struggling readers. The district literacy coach also met with individual teachers to discuss the results of the progress monitoring protocols.

The district implemented reading workshop lab classrooms. The training of the entire staff was scheduled over two years. Currently all of the Fiedler teachers have been trained in the reading workshop model. The teachers received professional development from the coach on the topics of engagement, mini-lessons, conferring, feedback, and small group instruction.

The district adopted common writing prompts for all students in K-8 in three different writing genres: narrative, opinion/ argumentative, and informational. The students completed a pretest and posttest for each of the three genres. The writing samples were scored using the Calkins' Writing Continuum.

Building Technology Report:

Teachers work with a web-based student information system entitled Synergy. Synergy is used for attendance, behavior referrals, grade book, and report cards. This was also the first year to use Illuminate which is a student data base for assessments.

All students were assessed at least three times during the year using the STAR assessment which is a computer adaptive program to measure skills for reading and math.

Students received at least two computer lab times in the school Computer Labs. During the lab times, the students needed to take time weekly to practice their keyboarding skills that they learned in third grade. The computer labs were also utilized during WIN time for students to work on Moby Max or enrichment activities.

There were two iPads carts which each contained 30 iPads. The iPads were used by the students to work on the Moby Max program during WIN time.

There was one cart of a classroom set of HP notebooks purchased this year. The main purpose of the notebooks was to allow students practice time for composing directly on a keyboard. The CCSS expectations are that 4th grade students can compose one typed page in one setting and that 5th grade students can compose two typed pages in one setting.

Six Kindles were purchased to be used by the special education students. The Kindles allowed the students to read books at their level but still appear to be reading material like all other students.

School Improvement Team Members:

Position	Name
Math Goal Co-Chairs	Michael Billing & Rachel Karr
Reading Goal Co-Chairs	Stephanie Brigolin & Melissa O'Bryan
Writing Goal Co-Chairs	Amy Ouellette & Suzanne Labreche

The staff of Fiedler Elementary is proud of the work accomplished during the 2013-2014 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