

# Fiedler Elementary School Annual Report 2016-2017



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

## **Fiedler Elementary School**

### **Annual Education Report (AER) Cover Letter**

May 31, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-2017 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](http://www.kearsleyschools.org) or you may review a copy from the Fiedler office. The link to the AER combined report is <https://goo.gl/4ytq4k>.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given. Our school has not been given one of these labels.

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

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

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

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

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

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

## **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

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

## **STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

### **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:

Local District Data:

STAR math data for 2015-16

	Fall- percentage at/above benchmark	Spring- percentage at/above benchmark	Change
Fourth grade	65%	66%	+ 1%
Fifth grade	59%	65%	+6%

STAR math data for 2016-17

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

Spring 2015 M-Step Results for Math

**Fourth grade:** 28% of the students were proficient

**Fifth grade:** 22% of the students were proficient

Spring 2016 M-Step Results for Math

**Fourth grade:** 34% of the students were proficient

**Fifth grade:** 23% of the students were proficient

Focus Strategies for Math Goal

- All teachers will provide effective mathematical instruction and implement the viable curriculum using the new Bridges to Mathematics curriculum.
- All teachers will implement Number Corner as part of the viable curriculum.
- All teachers will provide time for parent involvement.
- All teachers will provide interventions for students not meeting standards.

This year the focus in math was on the following:

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

Implications for Next Year:

- Implement the *Bridges in Mathematics* Program with fidelity and complete 7 units of study.
- Providing parents with information on curriculum and how to help their child at home with *Bridges in Mathematics*
- Exploring math strategy groups as a method to differentiate instruction during WIN (What I Need) time using the intervention program embedded into *Bridges*
- Keeping the focus of WIN (What I Need) time on math interventions as the first priority
- Implementing academic vocabulary for each of the math units
- Working in grade level Professional Learning Communities (PLCs) to backward plan instruction based on summative assessment expectations.
- Providing 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:

Local District Data:

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

	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>
4 <sup>th</sup> grade	55%	60%	40%
5 <sup>th</sup> grade	40%	53%	65%

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

	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>
4 <sup>th</sup> grade	55%	74%	59%
5 <sup>th</sup> grade	46%	46%	63%

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

	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>
4 <sup>th</sup> grade	NA	60%	65%
5 <sup>th</sup> grade	45%	68%	62%

Spring 2015 M-Step Results for Language Arts

**Fourth grade:** 41% of the students were proficient

**Fifth grade:** 43% of the students were proficient

Spring 2016 M-Step Results for Language Arts

**Fourth grade:** 45% of the students were proficient

**Fifth grade:** 44% of the students were proficient

Focus Strategies for Writing Goal

- All teachers will provide effective writing instruction and implement the viable curriculum.
- All teachers will provide time for parent involvement.
- 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 (science and social studies)
- Administering pre- and post-tests in narrative, opinion/argumentative, and informational writing and scoring the papers using the Calkins' continuum. (This is a K-8 initiative to show writing growth across years.)
- Implementing a writing checklist for provide feedback to students

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

#### Implications for Next Year:

- Implementing new and revised MAISA units of study which align with the Common Core State Standards
- Continuing to provide direct instruction on the critical verbs for academic vocabulary
- Implementing academic vocabulary for each of the writing units
- Monitoring and adjusting the curriculum so the curriculum aligns with the expectations on the common writing continuum
- Revisiting the expectation of the opinion writing rubric and aligning the fifth grade instruction to meet the expectations
- Making needed revisions on common formative assessments
- Implementing more time for students to compose on the laptops to improve keyboarding skills
- Working in grade level Professional Learning Communities (PLCs) to backward plan instruction based on summative assessment expectations and determine essential learning for the units.
- Improving instruction in the language standards
- Providing more opportunities for parents/ families to be involved with writing (open house, curriculum night, and 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 <sup>th</sup> grade fall-2014-15	53	14	15	19
4 <sup>th</sup> grade spring-2014-15	58	16	11	14
4 <sup>th</sup> grade fall-2015-16	53	25	10	11
4 <sup>th</sup> grade spring-2015-16	73	18	7	2
4 <sup>th</sup> grade fall-2016-17	54	14	17	15
4 <sup>th</sup> grade spring-2016-17	61	16	9	14
5 <sup>th</sup> grade fall-2014-15	50	16	19	15
5 <sup>th</sup> grade spring-2014-15	62	15	12	11
5 <sup>th</sup> grade fall-2015-16	45	20	16	19
5 <sup>th</sup> grade spring-2015-16	62	17	9	12
5 <sup>th</sup> grade fall-2016-17	51	19	19	13

5 <sup>th</sup> grade spring-2016-17	58	20	17	6
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End of Year comparison of DRA and STAR

<u>4<sup>th</sup> grade</u>		EOY DRA- % proficient	EOY STAR- % at/above level
	2013-14	58%	65%
	2014-15	77%	58%
	2015-16	77%	73%
	2016-17	68%	61%

<u>5<sup>th</sup> grade</u>		EOY DRA- % proficient	EOY STAR- % at/above level
	2013-14	60%	53%
	2014-15	70%	62%
	2015-16	74%	62%
	2016-17	64%	58%

Spring 2015 M-Step Results for Language Arts

**Fourth grade:** 41% of the students were proficient

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Spring 2016 M-Step Results for Language Arts

**Fourth grade:** 45% of the students were proficient

**Fifth grade:** 44% of the students were proficient

Focus Strategies for Reading Goal:

- All teachers will provide effective reading instruction and implement the viable curriculum.
- All teachers will provide time for parent involvement.
- 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 Escape from Mr. Lemoncello's Library
- Providing Tier 2 reading interventions with fidelity
- Moving struggling readers along the assessment wall
- Discussing struggling readers/interventions/data during data days to make future plans
- Revising common formative and summative assessments for reading
- Providing direct instruction on the critical verbs for academic vocabulary
- Working in Professional Learning Communities (PLCs) to determine essential learning in each of the units.

Implications for Next Year:

- Implementing new and revised MAISA units of study which align with the Common Core State Standards
- Continuing our focus on close reading with common expectations
- Implementing new units on close reading and creating assessments for the new close reading units
- Monitoring and adjusting the reading curriculum and common assessments
- Analyzing data from summative assessments and determine instructional focuses based on the data
- Developing assessments and curriculum for the Speaking and Listening
- Celebrating reading during the month of March and encouraging parent involvement through the daily activities, One School - One Book, and Family Reading Night.

## **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

### **Special Education Services**

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

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

- Academic skills
- Independent living skills

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

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

In 2016/2017, Kearsley Community Schools had students enrolled in the following GISD center-based and Project CHOICE classrooms:

- ❖ 6 students attend the Elmer A. Knopf Learning Center (for students with cognitive, autistic impairments and/or other impairments). Last year 10 students attended these programs.
- ❖ 11 students are in early childhood programs and services. Last year 10 students participated in these programs.
- ❖ 9 students are educated at the Marion Crouse Instructional Center. Last year 13 students attended programs here. 5 students attend the Transition Center. Last year, 8 students attended the Transition Center.
- ❖ 455 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 444 students were enrolled in local special education programs.
- ❖ 0 students attended Michigan School for the Deaf. Last year, 2 students were enrolled in this program. Also, 2 students attended the HI program at Haas Elementary School. 2 students attended this program in 2015/2016.

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

### **Core Curriculum: Curriculum Development**

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

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

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

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

**STUDENT ACHEIVEMENT RESULTS FOR ANY LOCAL COMPENTENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

STAR Data Comparison Fall to Spring 2016-2017												
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
4th	9	9	11	9	11	12	13	11	11	70	69	66
5th	8	6	8	16	14	14	16	20	13	61	61	64

  

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
4th	16	10	14	16	13	9	14	12	16	55	64	61
5th	13	7	6	17	13	17	18	21	20	52	60	58

  

Key	Urgent			Intervention			On Watch			At or Above Benchmark		
		0 to 9th percentile			1 to 9th percentile			25th to 39th percentile			At or above 40th percentile	

**PARENT-TEACHER CONFERENCES**

Parent Teacher Conferences:

Overall	Male	Female	
2014-2015	81%	78%	84%
2015-2016	80%	75%	87%
2016-2017	86%	83%	91%

## **Parental Involvement Opportunities:**

### Parental Involvement Opportunities:

Parents were involved in helping to revise 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, parent representatives were present and provided insight and feedback on Fiedler's SI plan and the progress of the plan.

The Upper-Elementary PTO raised money through activities such as cookie dough sales, box top collections, and pizza kit sales. The money raised was used for field day refreshments, classroom periodicals, and the 5<sup>th</sup> 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 four different family events this year. In November, the students were encouraged to participate in several math and science activities at home. The culminating activity was a math/science family night. In March, the students and their families participated in One School/ One Book. After finishing the book, *Escape from Mr. Lemoncello's Library*, 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. We also offered a parent informational night at the end of the year. The focus on the informational night was on making connections.

## **School Improvement Team Members:**

<b>Position</b>	<b>Name</b>
Math Goal Chairs	Melissa O'Bryan
Reading Goal Chairs	Lauren Henson
Writing Goal Chairs	Suzanne Harrison

The staff of Fiedler Elementary is proud of the work accomplished during the 2016-2017 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