

Dowdall Elementary School Annual Report 2014-2015



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

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 2014-2015 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.

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

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

Accomplishments:

- ✓ **Implementation of Standards Base Report Card**
- ✓ **Curriculum and Common Assessment Development**
 - a. Teachers implement MAISA curriculum reading units
 - b. Continue alignment with Common Core Standards
 - c. Development of common unit assessments to assess student achievement. Teachers monitored student progress and used data to inform instruction and interventions.
- ✓ **Reading Workshop Professional Development**—Teachers participated in a district provided teacher lab with a focus on the reading workshop components.
- ✓ **Literacy Coach**-Teachers collaborate with and receive reading instructional support from the literacy coach.
- ✓ **Collaborative Inquiry**—(Data Days and Grade Level Staff Meetings)
- ✓ **Dowdall Family Night**—May 2015—This evening focused on helping families understand the importance of reading during the summer months to avoid summer reading slide.
- ✓ **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 and during summer reading.

Interventions:

- **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.
- **3rd Grade After School Reading Club Intervention**-Ready Readers took place 2nd Semester for targeted students.
- **Progress Monitoring**-Dowdall staff uses 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 support teacher efforts to promote positive learning environments and increase student time on task.
Special Education Services -Identified students receive the support of Tier 3 Interventions daily.
- **Summer School Literacy Camp**-Students who do not meet end of the year reading benchmarks for 2nd grade were invited to attend an intensive 4 week literacy focus extended summer reading opportunity.

Developmental Reading Assessment
2013-14

Developmental Reading Assessment
2014-15

Grade Level % Proficient

Second Grade 60%

Third Grade 53%

Grade Level % Proficient

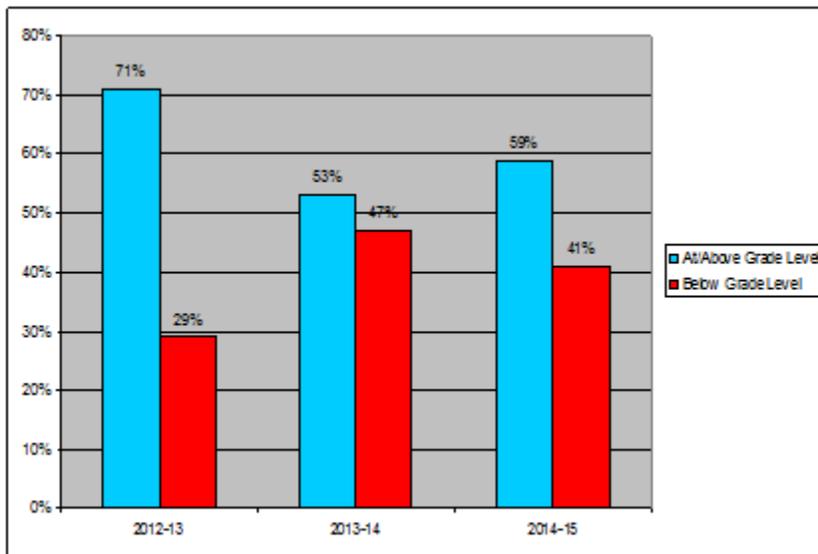
Second Grade 54%

Third Grade 59%

Dowdall's 2nd Grade Reading

DRA Data (2012-2015)

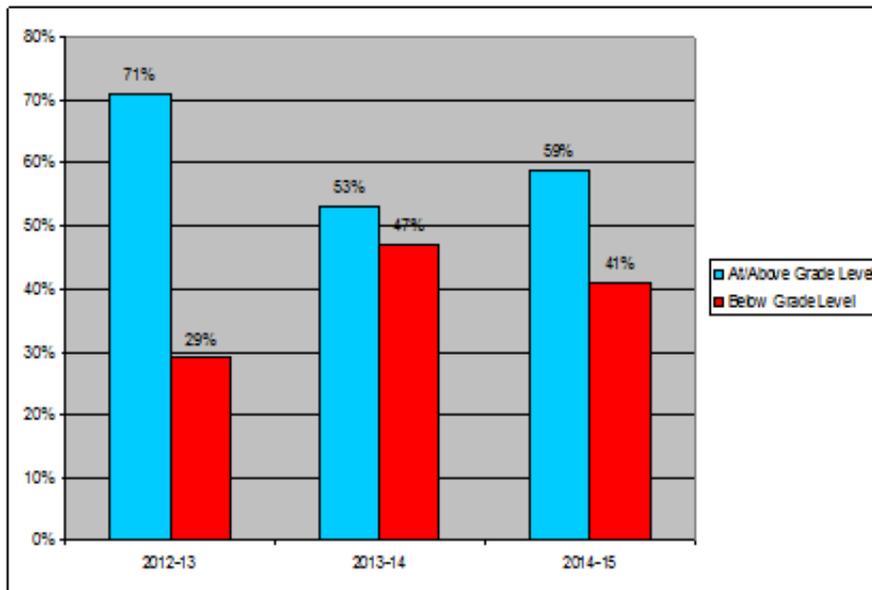
Percentage of 2nd graders at or above grade level



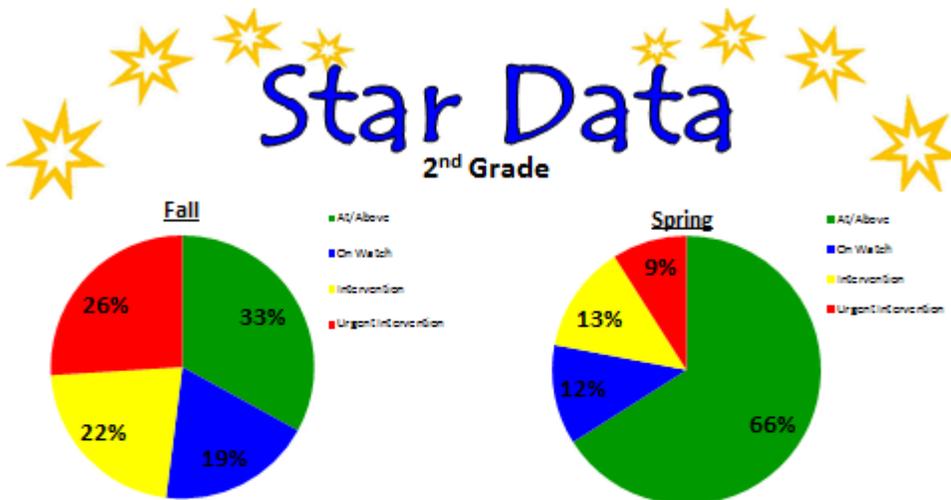
Dowdall's 3rd Grade Reading

DRA Data (2012-2015)

Percent of 3rd graders at or above grade level



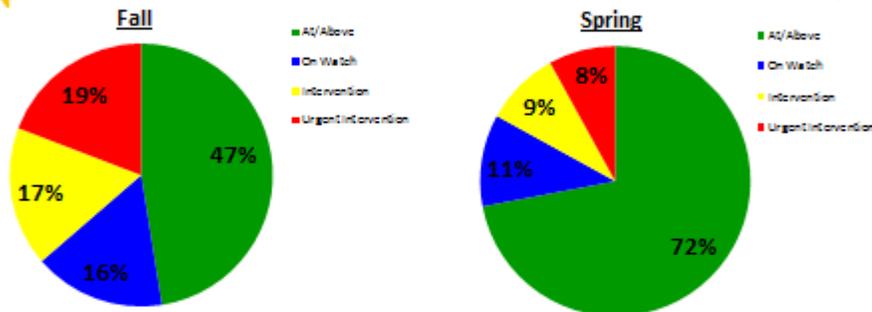
STAR Reading Data 2014-15:



- Looking at 2nd grade from fall to spring:
 - Our "at/above" percentage of students increased by 33%.
 - Our "on watch" percentage of students decreased by 7%.
 - Our "intervention" percentage of students decreased by 9%.
 - Our "urgent intervention" percentage decreased by 17%.

Star Data

3rd Grade



- Looking at 3rd grade from fall to spring:
 - Our “at/above” percentage of students increased by 25%.
 - Our “on watch” percentage of students decreased by 5%.
 - Our “intervention” percentage decreased by 6%.
 - Our “urgent intervention” percentage decreased by 11%.

Recommendations for further improvement in Reading:

- Our plan for 2015-2016 is to continue 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
- Lucy Calkins Style Reading Workshop will be implemented in all regular education classrooms.
- Look at the impact of our common Tier 2 interventions and make adjustments as needed.
- Pilot and begin to collect data about Reader’s Notebooks (responses, expectations, etc.).

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

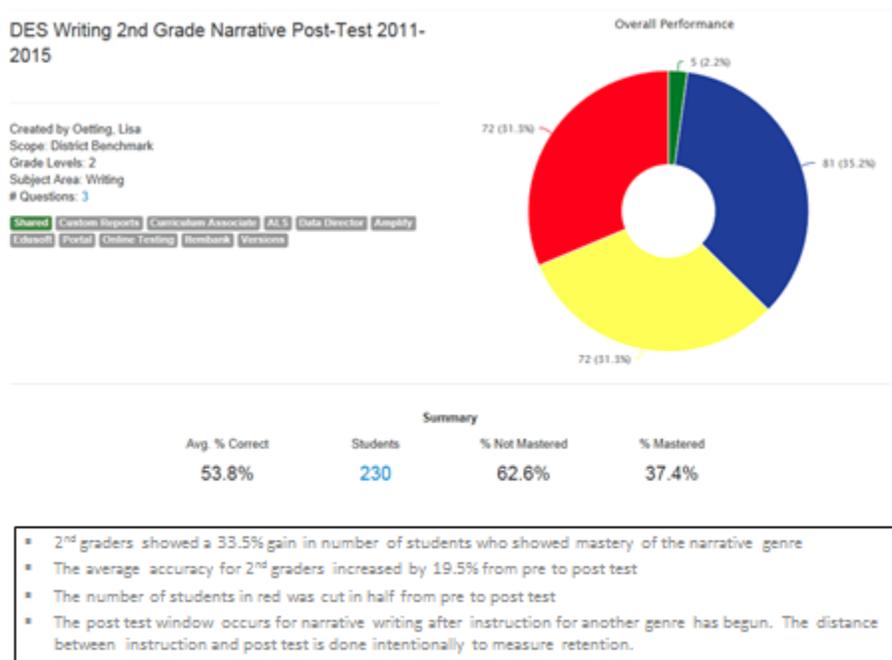
Accomplishments in Writing:

- ✓ **Implementation of Standards Based Report Card**
- ✓ **Curriculum and Common Assessment Development**
 - a. Teachers implement MAISA curriculum writing units

- b. Continue alignment with Common Core Standards
- c. Development of common formative assessments to assess student achievement. Teachers monitored student progress and used data to inform instruction.
- d. Creation of 3rd grade Opinion Unit to meet the expectations of the common summative assessment.
- e. Development and implementation of grade level common spelling word lists, dictation sentences, and scoring rubrics per grade level.

Grade Level Assessment Data for Writing

Second Grade Narrative Writing

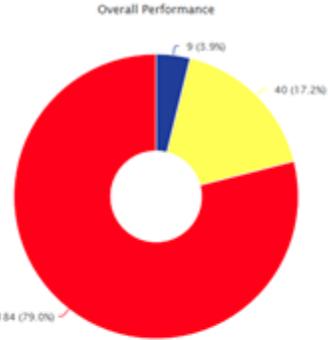


Second Grade Opinion Writing

DES Writing 2nd Grade Opinion Pre-Test 2014-2015

Created by Morgan, John
 Scope: District Benchmark
 Grade Levels: 2
 Subject Area: Writing
 # Questions: 3

[Shared](#) [Custom Reports](#) [Curriculum Associate](#) [ALS](#) [Data Director](#) [Amplify](#)
[Edment](#) [Portal](#) [Online Testing](#) [Rembank](#) [Versions](#)



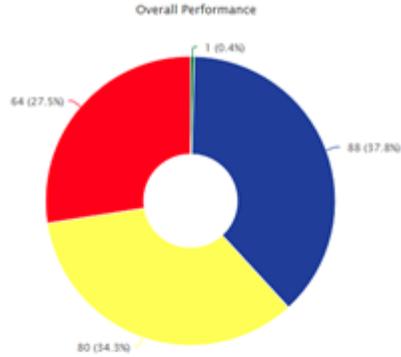
Summary			
Avg % Correct	Students	% Not Mastered	% Mastered
34.3%	233	96.1%	3.9%

- Red and yellow indicated students who have not mastered the writing expectations
- Green and blue indicated students who have mastered the writing expectations
- Pre-tests were given in the first 2 weeks of school to show what understanding students have retained from previous years

DES Writing 2nd Grade Opinion Post-Test 2014-2015

Created by Oetting, Lisa
 Scope: District Benchmark
 Grade Levels: 2
 Subject Area: Writing
 # Questions: 3

[Shared](#) [Custom Reports](#) [Curriculum Associate](#) [ALS](#) [Data Director](#) [Amplify](#)
[Edment](#) [Portal](#) [Online Testing](#) [Rembank](#) [Versions](#)



Summary			
Avg % Correct	Students	% Not Mastered	% Mastered
54.3%	233	61.8%	38.2%

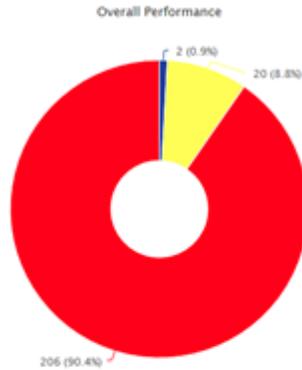
- 2nd graders showed a 34.3% gain in number of students who showed mastery of the opinion genre
- The average accuracy for 2nd graders increased by 20% from pre to post test
- Within the students who have not mastered the expectation, the number of students in red are decreasing and the number of yellow students are increasing
- The post test window occurs for opinion writing after instruction for another genre has begun. The distance between instruction and post test is done intentionally to measure retention.

Second Grade Informational Writing

DES Writing 2nd Grade Informational Pre-Test 2014-2015

Created by Morgan, John
 Scope: District Benchmark
 Grade Levels: 2
 Subject Area: Writing
 # Questions: 3

[Shared](#) [Custom Reports](#) [Curriculum Associate](#) [ALS](#) [Data Director](#) [Amplify](#)
[Edment](#) [Portal](#) [Online Testing](#) [Itembank](#) [Versions](#)



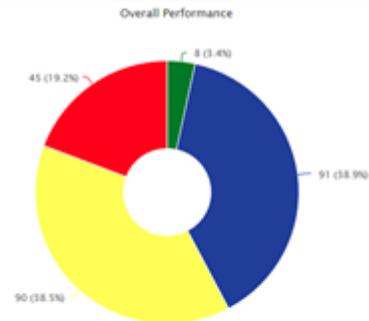
Summary

Avg. % Correct	Students	% Not Mastered	% Mastered
30.5%	228	99.1%	0.9%

DES Writing 2nd Grade Informational Post-Test 2014-2015

Created by Oetting, Lisa
 Scope: District Benchmark
 Grade Levels: 2
 Subject Area: Writing
 # Questions: 3

[Shared](#) [Custom Reports](#) [Curriculum Associate](#) [ALS](#) [Data Director](#) [Amplify](#)
[Edment](#) [Portal](#) [Online Testing](#) [Itembank](#) [Versions](#)



Summary

Avg. % Correct	Students	% Not Mastered	% Mastered
57.5%	234	57.7%	42.3%

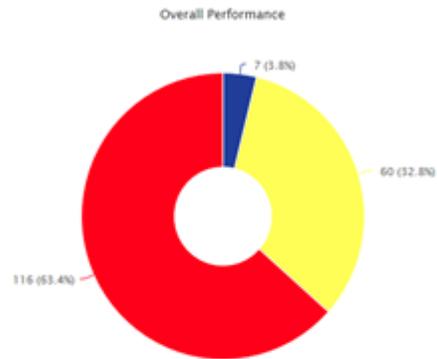
- 2nd graders showed a 41.4% gain in number of students who showed mastery of the informational genre
- The average accuracy for 2nd graders increased by 27% from pre to post test
- The number of students in red was cut by three quarters from pre to post test
- The post test window occurs for narrative writing after instruction for another genre has begun. The distance between instruction and post test is done intentionally to measure retention.

Third Grade Narrative Writing

DES Writing 3rd Grade Narrative Pre-Test 2014-2015

Created by Morgan, John
 Scope: District Benchmark
 Grade Levels: 3
 Subject Area: Writing
 # Questions: 3

[Shared](#) [Custom Reports](#) [Curriculum Associate](#) [ALS](#) [Data Director](#) [Amplify](#)
[Edment](#) [Portal](#) [Online Testing](#) [Itembank](#) [Versions](#)

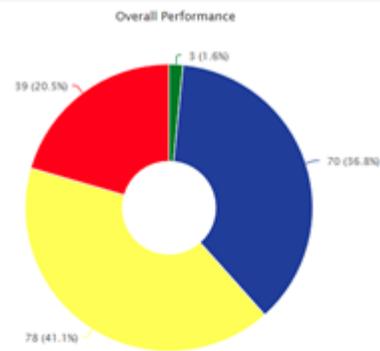


Summary			
Avg. % Correct	Students	% Not Mastered	% Mastered
25.7%	183	96.2%	3.8%

DES Writing 3rd Grade Narrative Post-Test 2014-2015

Created by Oetting, Lisa
 Scope: District Benchmark
 Grade Levels: 3
 Subject Area: Writing
 # Questions: 3

[Shared](#) [Custom Reports](#) [Curriculum Associate](#) [ALS](#) [Data Director](#) [Amplify](#)
[Edment](#) [Portal](#) [Online Testing](#) [Itembank](#) [Versions](#)



Summary			
Avg. % Correct	Students	% Not Mastered	% Mastered
45.7%	190	61.6%	38.4%

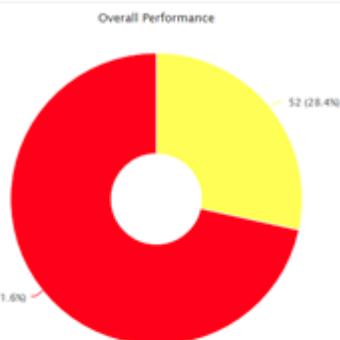
- 3rd graders showed a 34.6% gain in number of students who showed mastery of the narrative genre
- The average accuracy for 3rd graders increased by 20% from pre to post test
- The number of students in red was cut by almost half from pre to post test
- The post test window occurs for narrative writing after instruction for another genre has begun. The distance between instruction and post test is done intentionally to measure retention.

Third Grade Opinion Writing

DES Writing 3rd Grade Opinion Pre-Test 2014-2015

Created by Morgan, John
 Scope: District Benchmark
 Grade Levels: 3
 Subject Area: Writing
 # Questions: 3

[Shared](#) [Custom Reports](#) [Curriculum Associate](#) [ALS](#) [Data Director](#) [Amplify](#)
[Edment](#) [Portal](#) [Online Testing](#) [Benchmark](#) [Versions](#)



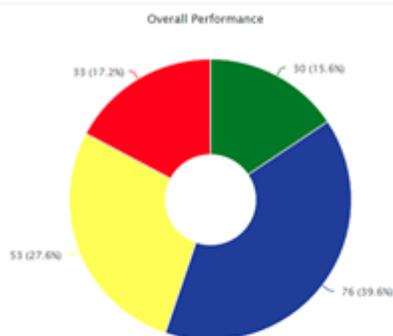
Summary		
Avg. % Correct	Students	% Not Mastered
23.2%	183	100%

- Red and yellow indicated students who have not mastered the writing expectations
- Green and blue indicated students who have mastered the writing expectations
- Pre-tests were given in the first 2 weeks of school to show what understanding students have retained from previous years

DES Writing 3rd Grade Opinion Post-Test 2014-2015

Created by Oetting, Lisa
 Scope: District Benchmark
 Grade Levels: 3
 Subject Area: Writing
 # Questions: 3

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[Edment](#) [Portal](#) [Online Testing](#) [Benchmark](#) [Versions](#)



Summary			
Avg. % Correct	Students	% Not Mastered	% Mastered
53.8%	192	44.8%	55.2%

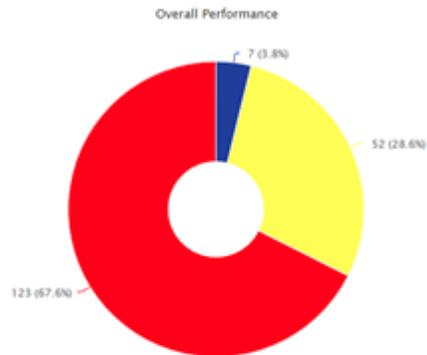
- 3rd graders showed a 55.2% gain in number of students who showed mastery of the opinion genre
- The average accuracy for 3rd graders increased by 30.6% from pre to post test
- The number of students in red significantly decreased while the green and blue significantly increased
- The post test window occurs for narrative writing after instruction for another genre has begun. The distance between instruction and post test is done intentionally to measure retention.

Third Grade Informational Writing

DES Writing 3rd Grade Informational Pre-Test 2014-2015

Created by Morgan, John
 Scope: District Benchmark
 Grade Levels: 3
 Subject Area: Writing
 # Questions: 3

[Shared](#) [Custom Reports](#) [Curriculum Associate](#) [ALS](#) [Data Director](#) [Amplify](#)
[Edment](#) [Portal](#) [Online Testing](#) [Benchmark](#) [Versions](#)



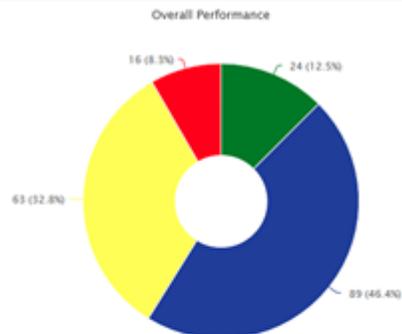
Summary

Avg. % Correct	Students	% Not Mastered	% Mastered
26.7%	182	96.2%	3.8%

DES Writing 3rd Grade Informational Post-Test 2014-2015

Created by Oetting, Lisa
 Scope: District Benchmark
 Grade Levels: 3
 Subject Area: Writing
 # Questions: 3

[Shared](#) [Custom Reports](#) [Curriculum Associate](#) [ALS](#) [Data Director](#) [Amplify](#)
[Edment](#) [Portal](#) [Online Testing](#) [Benchmark](#) [Versions](#)



Summary

Avg. % Correct	Students	% Not Mastered	% Mastered
55.6%	192	41.1%	58.9%

- 3rd graders showed a 55.1% gain in number of students who showed mastery of the informational genre
- The average accuracy for 3rd graders increased by 28.9% from pre to post test
- The number of students in red was cut by over 100 students from pre to post test
- The post test window occurs for narrative writing after instruction for another genre has begun. The distance between instruction and post test is done intentionally to measure retention.

Recommendations for further improvement in Writing:

- Review and Revise
 - Common Formative Assessments for MAISA units
 - Spelling words and dictated sentences and rubrics
 - MAISA Writing units
 - Summative Prompts and rubrics
 - Social Studies content writing prompts
- Continue Work With Language Arts Curriculum Coordinator
 - Continued conversation about other writing programs

 - Conversation about developing and piloting spelling pattern words appropriate for grade level

 - Conversational dialogue about best practice writing interventions

 - Conversation about implementation of Common Core Language and Grammar Standards.

 - Conversation about common use of writing checklists
 - Develop pacing guides for MAISA units
- Data Technology
 - Explore the abilities of Illuminate to disaggregate writing data for subgroups
 - Explore the abilities of Illuminate to disaggregate writing data by question for purposes of instruction

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.**

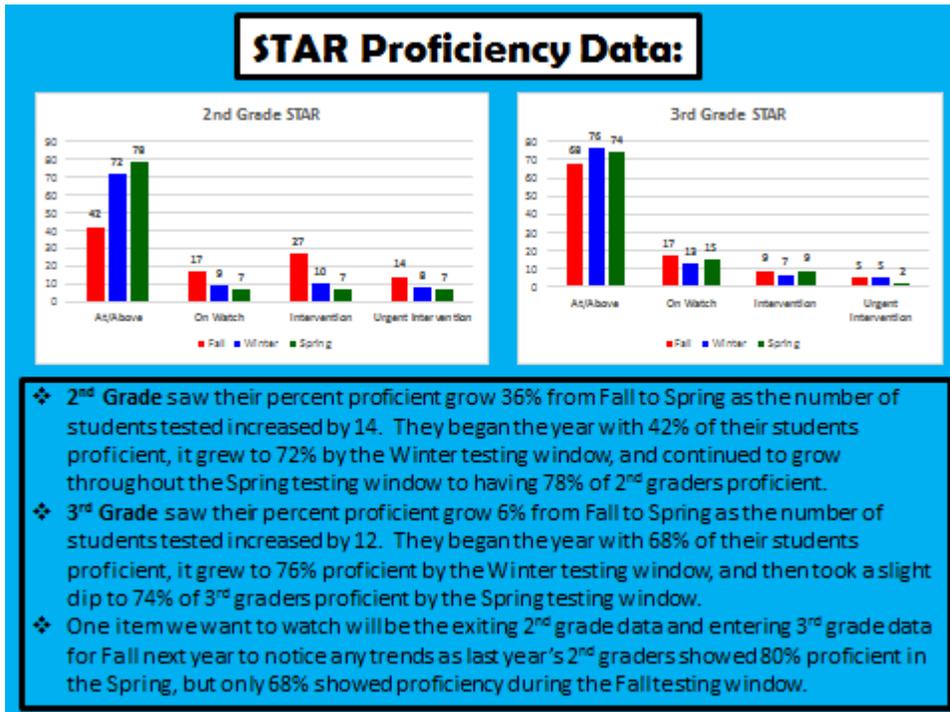
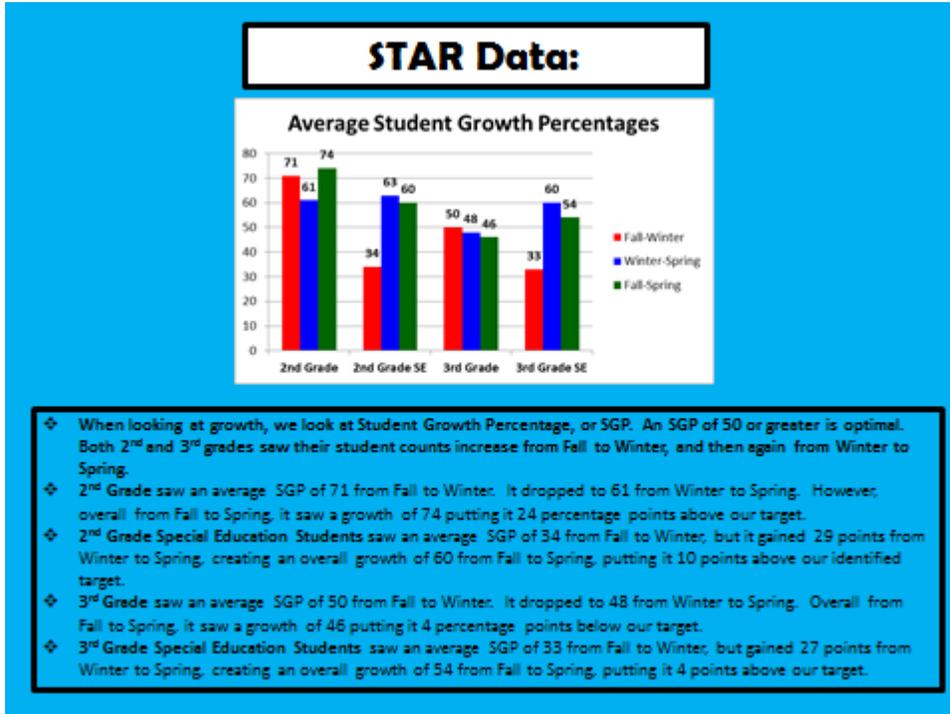
What we accomplished this year:

- ✓ **Standards Based Report Card**
- ✓ **Curriculum and Common Assessment Development**
 - a. Implementation of the Georgia Performance Standards Units.
 - b. Curriculum alignment with the Common Core State Standards.
 - c. Creation of common unit assessments to assess student achievement. Teachers monitored student progress and used data to inform instruction and interventions.
- ✓ **Math Workshop Professional Development**-Teachers participated in district provided PD with the Math Coach that focused on math workshop components.
- ✓ **Math Coach**-Teachers collaborated with and received math instructional support from the Math Coach.
- ✓ **Collaborative Inquiry**-Data Days and Grade Level Staff Meetings were used to adjust instruction and interventions.
- ✓ **Family Night**-Informational Fun Night with Title I collaboration to provide math support, supplies, and knowledge to families.

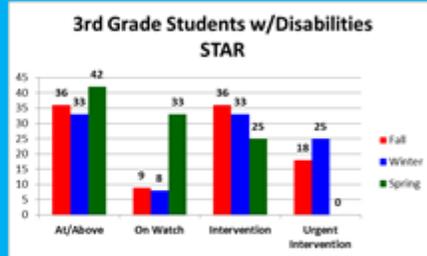
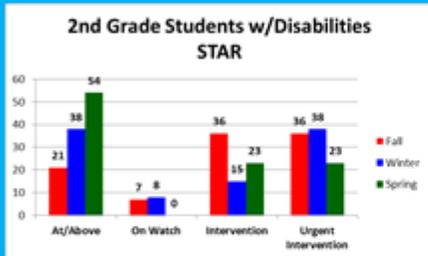
Intervention Activities:

- ❖ **Progress Monitoring**-Dowdall staff used data from the STAR Math Assessment and district assessments to evaluate student math proficiency, monitor progress, inform instruction, and prescribe interventions.
- ❖ **Do the Math**-Identified students received extended time and support in a small group setting in order to accelerate math learning and improve math skills.
- ❖ **Web-Based Interventions**-Identified students received extended time and individualized support with the Accelerated Math and/or Moby Math program to accelerate and improve math learning.
- ❖ **Positive Behavior Intervention Support (PBIS)**-Initiatives support teacher efforts to promote a positive learning environment and increase student time on task by reducing disruptions in learning.
- ❖ **Special Education Services**-Identified students received the support of Tier 3 Interventions daily.

STAR Data:

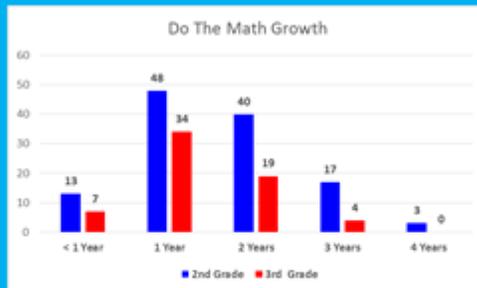


Students with Disabilities STAR Proficiency Data:



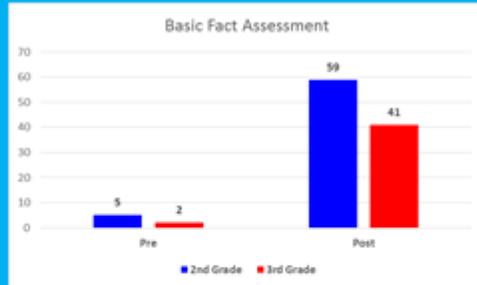
- ❖ **2nd Grade Special Education Students** saw their percent proficient grow from 21% during the Fall, to 38% in the Winter, finishing up the year with 54% of the 2nd Grade Special Education population proficient.
- ❖ **3rd Grade Special Education Students** saw their percent proficient grow from 36% proficient during the fall, dip to 33% in the Winter, but then finishing up the year with 42% of the 3rd Grade Special Education population proficient.

Do The Math Data:



- ❖ **We had 185 students take part in the Do the Math Tier II Intervention.** 89% of all students receiving this intervention showed a year or more growth on their STAR data.
- ❖ **2nd Grade** had 121 students take part in this intervention. That group saw 89% show a year or more growth on their Spring STAR assessment.
- ❖ **3rd Grade** had 64 students take part in this intervention. That group saw 89% show a year or more growth on their Spring STAR assessment.

Basic Facts Data:



- ❖ 2nd Grade had 5% of their grade level proficient on their basic facts at the beginning of the year. By the end of the year, there were 59% of the grade level proficient.
- ❖ 3rd Grade had 2% of their grade level proficient on their basic facts at the beginning of the year. By the end of the year, there were 41% of the grade level proficient.
- ❖ At both grade levels, a rubric was established by the Math Coach and implemented at semester time by teachers. Students used Hooda Math to complete timed tests and work on their fact fluency. This will be continued next year in order to improve basic fact fluency in conjunction with other fluency practices.

Future Plans:

- Number Sense routine implementation and lesson study
- Fluency focus with Professional Development, Standards of Practice, and a rubric adjustment
- Scheduled monthly meetings (M³)
- Continued training on Math Exchanges/Workshop
- Instructional dialogue with regards to the 8 Mathematical Practices, Depth of Knowledge, and Problem Solving
- Continued evaluation of Tier 2 interventions

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

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 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, teachers continued to participate 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 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 to the GLCEs (Grade Level Content Expectations) and the HSCEs (High School Content Expectations) 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 standards for science content, there are new literacy standards for science. The K-8 M-STEP Assessments are administered in the spring, with science assessed at grades four and seven. 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 the No Child Left Behind federal legislation. 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, this year teachers implemented the Georgia Department of Education Math Units of Study. A new K-5 math coach/curriculum specialist was hired this year. The coach works with classroom teachers to implement research-based instructional practices. The coach also works with teachers and paraprofessionals to implement and monitor interventions for our most struggling 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 Michigan K-12 Standards have been adopted by the state. These include 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 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.

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 2014-2015 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. Results for Dowdall Elementary are included in the school improvement article of this report.

PARENT-TEACHER CONFERENCES

	<u>Overall</u>	<u>Male</u>	<u>Female</u>
2011-2012	94%	95%	94%
2012-2013	92%	90%	93%
2013-2014	92%	93%	90%
2014-2015	92%	92%	92%

PTO Officers:

President:	Mrs. Leslie Timm
Vice President:	Mrs. Kristin Palmer
Secretary:	Mrs. Beth VanHamlin
Treasurer:	Mrs. Theresa Lillywhite

Parental Involvement Opportunities:

Parents can be involved at Dowdall as classroom and building volunteers, classroom special events helpers, and active PTO members and volunteers. Our Parent Advisory Committee (PAC) is 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 various fundraising opportunities the following purchases were made:

- classroom supply reimbursements
- news periodicals for students
- purchased snack for Read-a-thon in March

- refreshments for Open House
- book give-aways
- Library Books and periodicals
- Assemblies
- Santa Bazaar
- fall and spring Book Fairs
- snacks for Parent/Teacher Conferences and Teacher Appreciation Week
- Popsicles for Field Day

Building Staff Development

During 2014-15 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
- Training in building number sense in students
- Training on running Reading Workshops
- Inservice on Math Curriculum Units
- McKinney-Vento informational meeting
- Updates on School safety procedures
- Digging deeper into text complexity and close reading
- Diversity training with Tiffany Jacobs from the Freedom Writers
- Creation of Standards based report card formative and summative assessments
- Inservice on the new state assessment M-Step

Additionally, the district's literacy and math coaches conducted grade level meetings to monitor and adjust in support of struggling students. They also worked with teachers one-on-one to design 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 Illuminate
- 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 Illuminate
- 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 Accelerated 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
- 1 portable lab of HP laptop computer for classroom checkout
- Media Projectors in every classroom
- Document Cameras in every classroom
- Classroom televisions
- Apple TV in every classroom

SI Team Members:

SI Building Chair:

Allison Roberts – 3rd grade Teacher

SI Goal Chairs:

Math

Nancy Rousseau – 2nd Grade Teacher

Aimee Kihn – 3rd grade Teacher

Reading

Cindy Hutchinson-2nd grade Teacher
Janice Billing – 3rd grade Teacher

Writing

Amanda Crowl – 2nd grade Teacher
Allison Roberts – 3rd grade Teacher

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