

# Fiedler Elementary School Annual Report 2013-2014



**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

August 18, 2014

Dear Parents and Community Members:

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

The AER is available for you to review electronically by visiting the following web site [www.kearsley.k12.mi.us](http://www.kearsley.k12.mi.us) or you may review a copy from the Fiedler office.

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

Our school has not been given any of the designations. 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 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.

**PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

All 4<sup>th</sup> and 5<sup>th</sup> 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 following 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%

MEAP Data: Percent Proficient

	2011-2012	2012-2013	2013-2014
5 <sup>th</sup> grade	24%	32%	34%
6 <sup>th</sup> grade	39%	19%	25%

### 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
- Expecting at least 70 minutes of math daily, this included instruction and interventions
- Planning 30 minutes of differentiated instruction called WIN (What I Need) time four times per week
- Providing Tier 2 and Tier 3 interventions using Accelerated Math 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. Pre and post tests were given to all students to assess the growth on basic facts.

Grade level	Percentage of students proficient of the Basic Skills pre-test.	Percentage of students proficient of the Basic Skills post-test.
Fourth grade	14%	54%
Fifth grade	41%	82%

### Implications for Next Year:

- Offering Math Summer School for exiting 4<sup>th</sup> and 5<sup>th</sup> grade students.
- Continuing the discussion on grading and assessments
- Exploring the Math Workshop format as a method of instructions and a way to differentiate instruction
- Engaging students in authentic discussions about math
- Focusing on formative assessment and providing feedback
- 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:

We considered 3 different data points for writing: MEAP, district pre- and post- tests using continuum, and content area folders. We looked at the 4<sup>th</sup> grade and 7<sup>th</sup> grade writing MEAP data. For the 2013-14 school year, 45% of the fourth grade students were proficient or advanced in writing

7<sup>th</sup> Grade Writing MEAP (We looked at 7<sup>th</sup> grade data to look at the impact the instruction at Fiedler has on the students.)

	Levels 1 & 2 Advance & proficient
2013	49%
2012	51%
2011	45%
2010	52%

## Local Writing Data

### **Narrative Writing Growth**

#### Fourth Grade

Pretest: 1% were proficient based on the rubric

Posttest: 7% were proficient based on the rubric

#### Fifth Grade

Pretest: 0.5% was proficient based on the rubric

Posttest: 9.5% % were proficient based on the rubric

FES Writing 4th Grade Narrative Pre-Test 2013-2014 10/7/2013	FES Writing 4th Grade Narrative Post-Test 2013-2014 10/23/2013				
	Not Proficient	Partially Proficient	Proficient	Advanced	Totals
Advanced					
Proficient			<u>3</u> 1.4 %		<u>3</u> 1.4 %
Partially Proficient	<u>2</u> 1.0 %	<u>19</u> 9.1 %	<u>7</u> 3.3 %		<u>28</u> 13.4 %
Not Proficient	<u>104</u> 49.8 %	<u>70</u> 33.5 %	<u>4</u> 1.9 %		<u>178</u> 85.2 %
Totals	<u>106</u> 50.7 %	<u>89</u> 42.6 %	<u>14</u> 6.7 %		<u>209</u> 100.0 %

	4 Students increased more than one level	1.9 %
	77 Students increased one level	36.8 %
	2 Students decreased one level	1.0 %
	0 Students decreased more than one level	0.0 %
	126 Students scored the same level	60.3 %
	209 Total students	100.0 %

FES Writing 5th Grade Narrative Pre-Test 2013-2014 10/7/2013	FES Writing 5th Grade Narrative Post-Test 2013-2014 10/23/2013				
	Not Proficient	Partially Proficient	Proficient	Advanced	Totals
Advanced					
Proficient			<u>1</u> 0.5 %		<u>1</u> 0.5 %
Partially Proficient	<u>2</u> 0.9 %	<u>26</u> 11.7 %	<u>12</u> 5.4 %		<u>40</u> 18.0 %
Not Proficient	<u>61</u> 27.5 %	<u>112</u> 50.5 %	<u>8</u> 3.6 %		<u>181</u> 81.5 %
Totals	<u>63</u> 28.4 %	<u>138</u> 62.2 %	<u>21</u> 9.5 %		<u>222</u> 100.0 %

	8 Students increased more than one level	3.6 %
	124 Students increased one level	55.9 %
	2 Students decreased one level	0.9 %
	0 Students decreased more than one level	0.0 %
	88 Students scored the same level	39.6 %
	222 Total students	100.0 %

## Informational Writing Growth

### Fourth Grade

Pretest: 5% were proficient based on the rubric

Posttest: 20% were proficient based on the rubric

### Fifth Grade

Pretest: 1% was proficient based on the rubric

Posttest: 18% % were proficient based on the rubric

FES Writing 4th Grade Informational Pre-Test 2013-2014 1/10/2014	FES Writing 4th Grade Informational Post-Test 2013-2014 1/10/2014				
	Not Proficient	Partially Proficient	Proficient	Advanced	Totals
Advanced					
Proficient		<b>1</b> 0.5 %	<b>9</b> 4.3 %		<b>10</b> 4.8 %
Partially Proficient	<b>6</b> 2.9 %	<b>47</b> 22.5 %	<b>27</b> 12.9 %		<b>80</b> 38.3 %
Not Proficient	<b>57</b> 27.3 %	<b>55</b> 26.3 %	<b>7</b> 3.3 %		<b>119</b> 56.9 %
Totals	<b>63</b> 30.1 %	<b>103</b> 49.3 %	<b>43</b> 20.6 %		<b>209</b> 100.0 %

	7 Students increased more than one level	3.3 %
	82 Students increased one level	39.2 %
	7 Students decreased one level	3.3 %
	0 Students decreased more than one level	0.0 %
	113 Students scored the same level	54.1 %
	209 Total students	100.0 %

FES Writing 5th Grade Informational Pre-Test 2013-2014 1/10/2014	FES Writing 5th Grade Informational Post-Test 2013-2014 1/10/2014				
	Not Proficient	Partially Proficient	Proficient	Advanced	Totals
Advanced					
Proficient	<b>1</b> 0.4 %				<b>1</b> 0.4 %
Partially Proficient	<b>2</b> 0.9 %	<b>22</b> 9.5 %	<b>27</b> 11.7 %		<b>51</b> 22.1 %
Not Proficient	<b>46</b> 19.9 %	<b>119</b> 51.5 %	<b>14</b> 6.1 %		<b>179</b> 77.5 %
Totals	<b>49</b> 21.2 %	<b>141</b> 61.0 %	<b>41</b> 17.7 %		<b>231</b> 100.0 %

	14 Students increased more than one level	6.1 %
	146 Students increased one level	63.2 %
	2 Students decreased one level	0.9 %
	1 Students decreased more than one level	0.4 %
	68 Students scored the same level	29.4 %
	231 Total students	100.0 %

## Opinion Writing Growth

### Fourth Grade

Pretest: 6% were proficient based on the rubric

Posttest: 30% were proficient based on the rubric

### Fifth Grade

Pretest: 7% was proficient based on the rubric

Posttest: 14% % were proficient based on the rubric

FES Writing 4th Grade Opinion Pre-Test 2013-2014 10/23/2013	FES Writing 4th Grade Opinion Post-Test 2013-2014 1/10/2014				
	Not Proficient	Partially Proficient	Proficient	Advanced	Totals
Advanced					
Proficient		<b>1</b> 0.6 %	<b>5</b> 2.8 %		<b>6</b> 3.4 %
Partially Proficient	<b>4</b> 2.2 %	<b>25</b> 14.0 %	<b>29</b> 16.3 %		<b>58</b> 32.6 %
Not Proficient	<b>30</b> 16.9 %	<b>64</b> 36.0 %	<b>20</b> 11.2 %		<b>114</b> 64.0 %
Totals	<b>34</b> 19.1 %	<b>90</b> 50.6 %	<b>54</b> 30.3 %		<b>178</b> 100.0 %

	20 Students increased more than one level	11.2 %
	93 Students increased one level	52.2 %
	5 Students decreased one level	2.8 %
	0 Students decreased more than one level	0.0 %
	60 Students scored the same level	33.7 %
	178 Total students	100.0 %

FES Writing 5th Grade Opinion/Argument Pre-Test 2013-2014 10/23/2013	FES Writing 5th Grade Opinion/Argument Post-Test 2013-2014 1/10/2014				
	Not Proficient	Partially Proficient	Proficient	Advanced	Totals
Advanced					
Proficient					
Partially Proficient	<b>4</b> 1.9 %	<b>20</b> 9.4 %	<b>14</b> 6.6 %		<b>38</b> 17.9 %
Not Proficient	<b>59</b> 27.8 %	<b>99</b> 46.7 %	<b>16</b> 7.5 %		<b>174</b> 82.1 %
Totals	<b>63</b> 29.7 %	<b>119</b> 56.1 %	<b>30</b> 14.2 %		<b>212</b> 100.0 %

	16 Students increased more than one level	7.5 %
	113 Students increased one level	53.3 %
	4 Students decreased one level	1.9 %
	0 Students decreased more than one level	0.0 %
	79 Students scored the same level	37.3 %
	212 Total students	100.0 %

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 content area folders
- 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
- Continuing discussion on grading and assessments
- Engaging students in authentic discussions about writing and author's craft
- Focusing on formative assessment and providing feedback
- Providing more opportunities for parents/ families to be involved with writing (open house, curriculum night, young author celebrations)
- 

**Reading Goal**

**All students will demonstrate proficiency in reading comprehension skills across the curriculum.**

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

MEAP Data:

Over the last three years, reading scores have stayed consistent.

MEAP Data: Percent Proficient

	2011-2012	2012-2013	2013-2014
5 <sup>th</sup> grade	68%	74%	69%
6 <sup>th</sup> grade	68%	58%	72%

Local District Data:

As local district assessments, DRA and STAR used to assess all students' growth in reading.

**DRA data- 2013-14**

Grade Level	Percent Proficient with both benchmarks	Percent Partially Proficient with at least one benchmark
4 <sup>th</sup> grade	58%	72%
5 <sup>th</sup> grade	60%	69%

**STAR data- 2013-14**

	Fall- percentage at/above benchmark	Spring- percentage at/above benchmark	Change
Fourth grade	56%	65%	+9%
Fifth grade	51%	53%	+2%

- 48% of our most struggling readers made more than one year's growth based on SGP (student growth percentile, 50= 1 year). These are the students who were in urgent intervention and received Tier 2 interventions.
- 88% students who were in the urgent intervention category when they entered Fiedler are no longer in the urgent intervention category. Based on the criteria for eligibility for a Tier 2 intervention, only 12% of the students would continue to receive Tier 2 interventions at the end of the year. 13% of the students who received Tier 2 interventions scored in the at/above grade level range for reading at the end of the year.

### 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 Lost Zoo
- Providing a Summer Reading Program
- Completing and implementing the fourth grade curriculum binders that support the integration of the social studies content with the language arts curriculum.
- 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
- Holding monthly grade level meetings to discuss on going curriculum, share resources, and answer questions

### Implications for Next Year:

- Engaging students in authentic discussions about reading and texts
- Focusing on formative assessment and providing feedback
- Providing more opportunities for parents/ families to be involved with reading (open house, curriculum night, One book/ One School activities, reading month, monthly reading newsletter)
- Continuing training teachers in the reading workshop format using the reading lab model
- Implementing common pre- and post- tests for fictional text and informational text

### **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.

### **Students Enrolled in Special Education**

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

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

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

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

405 students are enrolled in local special education programs at Kearsley. These include classes for learning disabled, cognitively impaired and speech and language impaired. Last year 443 students were enrolled in local special education programs.

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

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

## **Core Curriculum: 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 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](mailto:ayorks@kearsleyschools.org).

### ***Language Arts Curriculum***

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

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

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

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

During the 2013-2014 school year, teachers continued to implement the Words Their Way program in grades K-5. This program helps students to understand how words work from letter recognition and phonics to spelling patterns, affixes, and word origins. Students are assessed within the program, and small, flexible instructional groups are formed based on individual student abilities and challenges. This program develops skills and understanding in both reading and writing.

### ***Science Curriculum***

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

2013-2014 school year was on the Science and Engineering Practices. The district is waiting for the adoption of the Next Generation Science Standards for further curriculum development.

### ***Math Curriculum***

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

### ***Social Studies Curriculum***

Social Studies curriculum development at all levels K-12 continues to be focused on the GLCEs (Grade Level Content Expectations) and the HSCEs (High School Content Expectations) and their impact on curriculum and instructional alignment. In addition, the new CCSS (Core Curriculum State Standards) have been adopted by the state. Although there are no specific CCSSs for social studies, there are standards focusing on literacy that have an impact in this area.

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

	Overall	Male	Female
2011-2012	93%	94%	95%
2012-2013	90%	89%	92%
2013-2014	89%	89%	90%

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

### **PTO Officers:**

Leslie Timm- president

Kristen Palmer- vice president

Rebekah Boggs- treasurer

Teresa Gancsos- Senften

### **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. They also organized a flower fundraiser in the spring. 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.

We also asked for feedback by using two different surveys. One survey asked parents about the overall educational experience at Fiedler Elementary. The second survey asked parents about the reading month family night.

### **Building Staff Development:**

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.

After each of the STAR assessment windows, the classroom teachers participated in Data Days. During the Data Days the teachers learned how to interpret the data and plan appropriate interventions to meet the students' needs in reading and math instruction. 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. There was a fourth grade lab classroom and a fifth grade lab classroom at Fiedler. For this school year, four teachers from each grade level participated in the lab classroom experience. 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. Teachers received training with the rubrics, checklists, and continuums. This work will continue into next year as the teacher and curriculum coordinator aligns the units with the expectations on the 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.

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 one computer lab time in the school Computer Lab. The computer lab was also utilized during WIN time for students to work on math programs such as Accelerated Math and Moby Max.

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

Computer projectors were installed into the ceiling to be used for instruction.

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:**

<b>SI Team Members</b>	
<b>Position</b>	<b>Name</b>
Math Goal Chair	Rachel Karr & Michael Billing
Reading Goal Chair	Melissa O'Bryan
Writing Goal Chair	Amy Schofield
DSI building co-chair	Renee Hewitt
DSI building co-chair	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