



# GLADIOLA ELEMENTARY

*Home of the Wolves*

David Lyon  
Principal  
lyond@wyomingps.org

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Gladiola Elementary. 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 David Lyon for assistance.

The AER is available for you to review electronically by visiting the Wyoming Public School district web site at [www.wyomingps.org](http://www.wyomingps.org) and look for the Annual Education Report (AER) link on the left side of the page, or you may review a copy in the main office at your child's school. This link will provide multiple options for information related to the school, including this letter, School Data (through the State website MiSchoolData), and our School Improvement Plan (SIP). For the State of Michigan in 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. No label was given to Gladiola.

The following key challenges have been identified:

**Math:** Math continues to be a struggle with student proficiency in 3<sup>rd</sup> grade at 25% and in and 17% proficiency in 4<sup>th</sup> as measured through MSTEP. Adoption of a new math curriculum may point to a possible factor in the data as teachers and coaches work through implementation of the new curriculum. By percentage our Not Economically Disadvantaged students are in the Bottom 30% in math at 43% of students not demonstrating proficiency. White students make up the Bottom 30% as well.

Bright spots are reflected in our Hispanic population with 43% being represented in the Top 30% according to MSTEP data.

**Reading:** Advanced Proficiency percentages show 8% of students in 3<sup>rd</sup> grade and 11% of students in 4<sup>th</sup> grade. A struggle still exists in 3<sup>rd</sup> and 4<sup>th</sup> grade as proficiency rates indicate levels below 30%. Adoption of a new viable elementary curriculum in Reading – Readers Workshop Units of Study- will be implemented next year to address core instructional practices with the intention of raising student achievement.

Bottom 30 Percent Data: 68.2% of our Not Economically Disadvantaged and 35.5% of our White students. Our English Learners are represented in Reading's Top 30% with 44% representation.

**Science:** According to the M-STEP less than 7% of students scored proficient in science in 4<sup>th</sup> grade. The challenge is being addressed through strategic offerings of professional development in Michigan's Next Generation Science Standards, which include Cross Cutting Concepts, Science and Engineering Practices, and Disciplinary Core Ideas. The district hired a Science Coach to direct and support teachers receiving said professional development. In addition, professional development in NexGen standards was completed by all general education teachers.

**1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL** Wyoming students are assigned by geographic area to a school, but are openly accepted by in-district school of choice to attend a different school of their parent's choice. Students from outside the district are accepted each Spring/Summer as part of the Kent County School of Choice Plan.

**2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN** Our School Improvement Team meets twice a month (minimally) to reflect on academic goals, attendance, behavior and associated data in an endeavor to support and increase student achievement. The Gladiola SI Team bases its decisions on the data collected by formative and summative means. Through discussion with Team members and the districts School Improvement Support Team, decisions are vetted and brought before the entire staff for consensus building. Our School Improvement Team consists of five teachers representing the core content areas, a general education representing non-core areas, one support staff, the PTO parent and the principal. Below is a brief description of our goals and how they are being addressed.

**Language Arts – Reading:** All students will demonstrate proficiency in reading as measured by the M-STEP. Strategies include

- Core Instruction: Planning and Providing 90+ minutes of direct, purposeful, explicit, and systematic instruction daily. & Development of Curriculum Maps that include content Vocabulary with associated definitions and/or pictures to post in classrooms to drive lesson targets and student discourse.

- Reading Comprehension: Use of CAFE including visual representations of Comprehension Strategies;; Daily 5 and CAFE Board strategies or Reading Workshop Anchor Charts to support student understanding of targets
- Staff Development: Use of Reader's Notebooks (3 PD opportunities 4-7) to increase student engagement in reflection during reading. Continued use of 7 Practices in Questioning (introduce 1 to 2 strategies , train, set expectations)
- RtI: Teacher use of data to plan and provide RtI TIER 2 model 4 times a week-30 min Academic Interventionist to support Tier III interventions.
- Coaching: Reading Coach to support the district's Reading Horizons phonics program .
- Writing: All students will demonstrate proficiency in writing as measured by the district writing prompts. Strategies include:
- Provide 30-45 minutes of direct, purposeful, explicit, and systematic instruction daily. Use Write from the Beginning and Writing Workshop as primary resources for instruction.
- Thinking Maps for planning steps in the writing process.
- Complete Quarterly Data Sheets with class list for reflection and planning.
- Construct detailed Curriculum Maps that include: content Vocabulary with associated definitions and/or pictures standards, and pacing .

**Math:** All students will demonstrate proficiency in math as measured by the District Math Screener and M-STEP. Strategies Include:

- Provide 60+ minutes of direct purposeful explicit and systematic instruction daily using Houghton Mifflin's Go Math curriculum. Teachers will follow the Go Math Guidance Document provided by the district.
- definitions and/or pictures standards, and pacing Teacher use of data to plan and provide RtI TIER 2 model 4 times a week-30 min
- Math Interventionist to support Tier III interventions Math coach will provide clarity and support around the Common Core State Standards in Mathematics and implementation of Go Math!. Social Studies: All 5th Social Studies: All students will demonstrate proficiency in social studies as measured by the common district assessments. Strategies Include:

- Provide 40 minutes of direct purposeful explicit and systematic instruction daily during periods where social studies units are being taught.
- Construct detailed Curriculum Maps that include: Standards and content Vocabulary with associated definitions and/or pictures standards, and pacing . Curriculum map due October 2, 2017.
- Develop and teach a Project Based Unit in connection to economics standard(s)

**Science:** All students will demonstrate proficiency in science as measured by common district assessments. Strategies Include:

- Provide 40 minutes of direct purposeful explicit and systematic instruction daily during periods where science units are being taught.
- Construct detailed Curriculum Maps that include: pacing, assessment dates, Standards, Science and Engineering Principles, Cross-Cutting Concepts, and content Vocabulary with

associated definitions and/or pictures . Implement NGSS by teaching one NexGen unit per grade level using kits and Science Notebooks for evidence and reflection.

**3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL** At Gladiola, we promote a cooperative, caring atmosphere, where children are supported in their growth wherever it happens to be. Specific practices that are implemented daily include meaningful and challenging content, elements of student choice, life skill development through TrueSuccess character development program, and building-wide procedures and protocols that support a safe and orderly environment. Additionally, Gladiola emphasizes leadership in students with the building's Leader of the Pack program, which places emphasis on building and publicly celebrating the leadership skills in all students.

**4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL** Wyoming Public Schools utilizes the Common Core State Standards and other state documents, which are aligned through work with the Kent County and Wyoming curriculums to assure alignment of standards and objectives for instruction and assessment. Brief standard brochures are available on the district website, <http://www.wyoming.k12.mi.us>. The full curriculum is available for review through requesting it at the building or central office.

**5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS** Gladiola measures student achievement locally using the Scholastic Reading Inventory (SRI), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Running Records, The District Math Screener and district standards assessments, and rubrics associated with Write From the Beginning program. The data indicates an increase of achievement from the beginning to the end of the academic year. <https://www.mischooldata.org/DistrictSchoolProfiles/ReportCard/EducationDashboard2.aspx>

**6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES** Gladiola prides itself on high attendance rates at both fall and spring parent/teacher conferences. Over the past two years, we have averaged 95-98% attendance at parent/teacher conferences. Gladiola's Parent Teacher Organization (Team Gladiola) supports and provides financial resources to support Leader of the Pack, community family nights, educational trips, and resources for teachers to support students in the classroom.

The Gladiola community of students and families is strong and continues to demonstrate strong support for the school and its mission of empowering all staff and students for lifelong learning. We recognize the need to improve our achievement in all content areas so that our students will possess the skills to be leaders in the 21st century. Students, staff and families are ***Glad to be Gladiola Wolves!***

Sincerely,  
David Lyon