

School Annual Education Report (AER) Cover Letter

April 12, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-2018 educational progress for the WC Cameron 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 Lori Neurohr at 428-2314 for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2IuFXYr> or you may review a copy in our main office at your child's school.

For the 2017-18 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school was not been given one of these labels.

-Title I Math Intervention Program – Targeted assistance for those students in need of improvement with math skills and math reasoning. Small group instruction provided on a 4x/week basis. Both reading and math interventions are also available after school one day per week.

-Lexia – Computer-based program offered after school to students needing phonics support and word attack strategies.

-Math Recovery – Several of our teachers have volunteered to participate in the Math Recovery training and implementation. These teachers receive ten days of intense training, learn a tool for assessment, and then strategies to best meet their students' needs in the area of mathematics.

-Literacy Essentials – Randi Ahrndt, Literacy Consultant with the Delta-Schoolcraft Intermediate School District (DSISD) has worked with the Cameron teachers and Title I support staff on Literacy Essential Practice #4: Phonological Awareness. She has provided trainings on four occasions and will be working with our Literacy team on literacy coaching next year.

-Technology integration – Each classroom in the building is equipped with an interactive projector, Apple TV unit, and document camera. By integrating these tools in the classroom instruction, students will be more actively involved and will have multiple methods in which to respond. Teachers also have 8 iPads in each classroom and access to a cart of Chromebooks.

-Math – Eureka Math (Engage NY) math curriculum was adopted by the district in the 2017-18 school year. This is the second year and we are seeing an increase in test scores and student understanding.

We will continue to provide Title I services in the area of reading and math, as well as a number of other intervention and support services.

1. Process for assigning pupils to the school:

The Gladstone Area School District has identified attendance areas for each building as well as a policy and process to address parents' school of choice request. Copies of these policies and procedures are available in our Central Office. Following are our schools board policies on Resident and Nonresident Schools of Choice.

5113 - SCHOOLS OF CHOICE PROGRAM (Inter-District)

The Board of Education has determined that it will allow nonresident students, residing within the Delta-Schoolcraft ISD, but whose parent(s) does not reside in the District, and who qualify, to enroll in the District through a Schools of Choice program during the forthcoming school year. Furthermore, the Board has determined that it will also allow nonresident students residing in intermediate school districts contiguous to the Delta-Schoolcraft Intermediate School District to enroll in the District through a Schools of Choice Program during the forthcoming year, provided they qualify.

The Board shall review this decision annually based on information provided by the Superintendent concerning the availability of space in each of the District's schools and programs. The Board shall determine and publish whether or not it will accept applications for enrollment by new constituent district students, contiguous district students, or tuition students by the second Friday in August for the next school year. The Board may, at its option, choose to accept Schools of Choice students for any second semester openings. Openings for second semester must be published two (2) weeks prior to the end of the first semester.

Any constituent or contiguous district students who were enrolled during the previous school year or semester under a Schools of Choice program will be permitted to enroll for the next school year.

DEFINITIONS

The following definitions will apply to the District's Schools of Choice program.

A. Constituent District

A school district located within the Delta-Schoolcraft ISD.

B. Contiguous Intermediate School District

A school district within a different ISD, which borders on the Delta-Schoolcraft Intermediate School District.

C. Home District

A nonresident student's district of residence within the ISD.

D. Constituent-District Student

A student who is a legal resident or otherwise legally entitled to attend school in another school district within the same ISD who does not have a parent residing in the District and who seeks admission to this District under Schools of Choice.

E. Contiguous District Student

A student who is a legal resident of, or otherwise legally entitled to attend school in a district within any intermediate school district which borders on the Delta-Schoolcraft Intermediate School District; does not have a parent residing in the District; and seeks admission to the District under the Schools of Choice Program.

F. Program Size

Program size is the enrollment or size restrictions in a specific program, course, class or building. The District reserves the exclusive right to establish program size and to limit enrollment based upon the capability to properly allocate available

resources, create and maintain a proper learning environment, and comply with contracts, grants and applicable laws and regulations.

G. Resident Student

A student who is a legal resident of this District and is consequently entitled to attend school in this District in accordance with Policy 5111 - Eligibility of Resident/Nonresident Students.

H. Tuition Student

A tuition student is a student who resides outside the Intermediate School District and has enrolled or seeks to enroll in this District upon payment of the established tuition fee.

If the Board determines that there will be a limited number of positions available in a grade, school, or program, the District shall, by the second Friday in August, establish and publicize a fifteen (15) day period during which applications will be accepted and the place and manner for submitting applications. If the Board determines that there are unlimited positions available in a grade, school, or program, applications shall be accepted through the first week of school.

If the Board determines during the first semester of a school year that space will be available for a Schools of Choice Program and students, other than those already entitled to preference because they made timely application before the school year began, can be enrolled for the second semester, then the District will accept applications and enroll qualifying nonresident students provided those nonresidents comply with the registration deadlines established in the administrative guidelines.

ENROLLMENT OF NONRESIDENT STUDENTS

Students who have been enrolled in the District through a Schools of Choice Program during the previous semester or school year may continue their enrollment through graduation provided they maintain continuous enrollment and are not expelled for disciplinary reasons.

A. If the number of applications for admission from nonresident students exceeds the number of available enrollment opportunities, enrollment priority shall be given to a sibling of a nonresident student already admitted under this program.

B. Nonresident students shall be selected for remaining vacancies using a random selection process.

C. Tuition students shall be included in the determination of class and program size prior to accepting new constituent or contiguous district students.

D. Before a contiguous district student who is eligible for special education programs and services will be accepted, there must be a separate written agreement between the district of residence and the accepting district specifying the responsibility for paying the added costs of the special education programs and services.

E. Enrollment may or may not be available to any nonresident student who has been suspended, expelled or otherwise released or excluded from his/her home district for disciplinary reasons. The Superintendent shall make the decision based on the circumstances involved, in accordance with statutory restrictions.

F. The District's Policy 2260 - Nondiscrimination and Equal Educational Opportunity shall apply to all applicants under this program. In addition, the District will not discriminate on the basis of an applicant's intellectual, academic, artistic, athletic, or other ability, talent, or accomplishment, or based on a mental or physical disability.

G. The Superintendent shall be responsible for developing and promulgating administrative guidelines to implement this policy. Such guidelines shall address at least the following matters:

1. Communication with the parents of nonresident students seeking admission (or the student, if legally emancipated) concerning the timelines and other requirements for application as well as a statement of nondiscrimination (See Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity).
2. Participation in interscholastic athletics.
3. District transportation services.
4. Pre-requisites and other eligibility standards associated with courses of study.
5. Transfer of academic credit.
6. Assignment within the District.
7. Admission of special-education students.
8. Payment of fees and other charges.

RELEASE OF RESIDENT STUDENTS

A. The Superintendent shall ensure that the records of a resident student who transfers to another district are sent promptly to the other district.

B. The Superintendent shall inform the State Department of Education should the number of resident students transferring to constituent districts under a Schools of Choice program exceed ten percent (10%) of the District's resident student population.

M.C.L.A. 388.1705
PA 300, 1996, as amended
Adopted 12/17/01
Revised 11/22/04

Status of 2016-2021 School Improvement Plan and the Aggregate Student

1. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Status of School Improvement: The School Improvement Team has identified long-range goals for our school community to focus on during the next three to five years. These include improving students' proficiencies in English and Language Arts (ELA), math, science, social studies and writing. We will accomplish this by using research-based strategies for improved test-taking, data-based decision making, integrating technology to increase student participation and engagement, and through continued professional development for our staff.

Another long-range goal is to continue to improve communication within the building and with the community. We will continue to utilize staff bulletins and meetings, our school announcement system, teacher telephones, email, conferences, parent letters, community service projects, our school web page, our district web site, our district Facebook page, PowerSchool, and the local media in order to promote improved communication throughout the school community.

The School Improvement Team will also encourage improved student behavior and academic performance. The Caught Being Good incentive program will also continue for students in grades RK-2 as a part of our Positive Behavior Interventions and Supports system.

2017-18 School Improvement Goal Summary

1. Improve Reading and Math Skills – The Common Core State Standards (CCSS) were fully implemented in ELA and math. We continue to strive toward full implementation with fidelity of our reading series. Reading Wonders focuses more on non-fiction text, as well as strengthening the connections between reading and writing. While our reading scores continue to be a source of pride for our building and district, we recognize that there is always need for improvement, especially making cross-curricular connections. The reading series allows teachers to utilize differentiated reading passages for both science and Social Studies. Student performance in the area of mathematics is an area of focus. A new math curriculum called Eureka Math was adopted and implemented in the 2017-18 school year.

2. Improve writing proficiency – The Reading Wonders series contains a writing component that is aligned to the Common Core State Standards (CCSS). Writing samples will be collected in the fall and spring of the year for all grades and scored by a common writing rubric. These will be placed in student CA60's.
3. Improve Communication between Home & School – The Gladstone Area Schools continue to improve the district's website, which is easier to navigate and is updated more frequently than the previous website. An Open House was held prior to the start of the school year to welcome current and new students and their families to Cameron Elementary School. Teachers, support staff, administration and the PTO sponsored and participated in the Open House, which had excellent attendance rates by students and their families. In June, second graders experienced an orientation at Jones Elementary to acclimate them to their new school.
4. Our school utilizes a Multi-Tiered System of Supports (MTSS) for students. Using data from both MAP assessments and DIBELS, along with input from parents and teachers, we have tiers of intervention for students in the areas of reading and math. In addition to the small-group targeted instruction, we also have an after school homework program once per week for all students.
5. Cameron continues to upgrade its technology tools to improve student engagement. Teachers have expanded their implementation of iPads, Apple apps, and interactive projectors. Each teacher has a district-provided iPad, interactive projector, Apple TV unit, document camera, and new teacher desktop computer. Such technology upgrades have allowed teachers to incorporate multiple methods and resources (like video clips, music, and interactive games and/or applications). These integrated resources have led to increased student engagement in instruction.

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

DIBELS Outcome Data
End of Second Semester

	<u>2016-17 School Year</u>			<u>2017-18 School Year</u>		
	Low Risk	Some Risk	High Risk	Low Risk	Some Risk	High Risk
Kindergarten	89%	9%	2%	82%	14%	5%
Grade One	83%	8%	9%	77%	10%	13%
Grade Two	80%	13%	7%	73%	18%	9%

NWEA Outcome Data
End of Second Semester

NWEA Measures of Academic Progress (MAP) were implemented in the 2017-18 school year. This nationally normed assessment was taken in the areas of mathematics and reading. The following chart represents the percentage of students scoring in the percentile ranges indicated on this nationally normed assessment.

	≤40 th percentile	41 st to 60 th percentile	≥61 st percentile
Kindergarten Math	14%	17%	69%
Kindergarten Reading	21%	24%	55%
First Grade Math	16%	17%	67%
First Grade Reading	15%	24%	62%
Second Grade Math	17%	12%	71%
Second Grade Reading	17%	18%	64%

Retention Rate:

Kindergarten: 1%

Grade 1 0

Grade 2 0

Specialized Schools:

The Gladstone Area School District has several affiliated schools that provide services not attainable in our schools. The Delta-Schoolcraft Intermediate School District coordinates services at the following specialized schools:

Learning Center: This program is operated by the Delta-Schoolcraft Intermediate School District and is designed to meet the educational needs of students 3 to 26 years of age who meet eligibility requirement and need a placement other than that which is available in the traditional school setting. Eligibility may be determined in the following areas under Michigan administrative rules for special education: Speech and Language Impaired, Early Childhood Developmental Delay, Cognitive Impairment, Severe Cognitive Impairment, Severely Multiply Impaired, Physical Impairment, Other Health Impairment, and Autism Spectrum Disorder. Students with other handicaps or other functional levels of impairment may be placed in these programs if it is determined that their individual needs can best be met within this program structure and through interaction with peers that function at these levels.

Career Technical Center: Delta-Schoolcraft Intermediate School District Career Technical Center services Gladstone students in programs in the area of Career Technical education by utilizing the cluster concept. Students enroll in a specific course or program of courses. Rotating students through a series of related courses and a variety of instructors may teach basic skills required for a specific occupational area. The overall goal of the program is to prepare students for post-secondary education and/or to go directly into the work force.

Career clusters available are:

Technology Cluster-PC Technology

Human Services Cluster-Careers in Education, Health occupations and Certified Nursing Assistant Training

Manufacturing Technology Cluster-Machining and Welding Technology

Science, Technology, Engineering & Mathematics - Engineering & Technology

Transportation Cluster-Automotive Technology

Building Technology Cluster-Building Technology

Core Curriculum:

To access the state core curriculum, please go to the following web pages:

http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html and www.corestandards.org .

W. C. Cameron Elementary School
Parent Teacher Conference Breakdown
November 8, 2018

Readiness

Total Students	54		
Parents Attended	54	Total 100%	Girls (26) 48% Boys (28) 52%
			Girls Free/Reduced (17) 31%
			Boys Free/Reduced (6) 11%

Kindergarten

Total Students	113		
Parents Attended	102	Total 90%	Girls (40) 39% Boys (62) 61%
			Girls Free/Reduced (18) 18%
			Boys Free/Reduced (31) 30%

1st Grade

Total Students	97		
Parents Attended	88	Total 91%	Girls (37) 42% Boys (51) 58%
			Girls Free/Reduced (8) 9%
			Boys Free/Reduced (24) 27%

2nd Grade

Total Students	103		
Parents Attended	90	Total 87%	Girls (45) 50% Boys (45) 50%
			Girls Free/ Reduced (22) 24%
			Boys Free/reduced (18) 20%

Congratulation goes out to all staff, students and parents for making 2016-17 another great year at W.C. Cameron Elementary!

Sincerely,

Mrs. Lori Neurohr, Principal
W. C. Cameron Elementary