

Gladstone Area Schools

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"Together We Make a Difference"

School Annual Education Report (AER) Cover Letter James T. Jones Elementary

February 1, 2024

Dear Parents and Community Members:

We are pleased to present you with the 2023-24 Annual Education Report (AER) which provides key information on the 2022-23 educational progress for James T Jones 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 Holly Howes at 906-428-3660 for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/372YqXJ> or you may review a copy in our main office at your child's school.

For the 2023-24 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

According to our school's data from the 2021-2-22 and 2022-2023 school years, an achievement gap exists between our highest performing students and students performing in the bottom 30%. Reasons for this gap may be attributed to an increasing number of students who qualify as low SES and an increase in student behaviors that interrupt classroom instruction. Our students have also demonstrated wide variability in their math skills on assessments. Recognizing these areas of needed improvement, in 2021-2022 and 2022-2023 school years we have put the following programs in place to accelerate student achievement and to close this achievement gap:

Foundations Team- Jones school maintains a Behavior Team. This team had previously been trained in Foundations, a school-wide program through Safe and Civil Schools. The team collects and analyzes behavioral data to identify areas of needed improvement. The team consists of an administrator, Student Success Instructor, Behavioral Interventionist, and two general education teachers. The team incorporates TRAILS, a Social-Emotional Learning curriculum.

Behavioral Interventionist- A Behavioral Interventionist addresses students' behaviors and provides assistance to teachers with classroom management. The Behavioral Interventionist also Implements Check In/Check Out plans with students, collaborates with the School Social Worker, provides small group or individualized instruction to students in need of that level of support. She also holds peer mediation groups, allows opportunities for Restorative Justice, and enters behavioral data in the SWIS system.

Life Skills- Life Skills class is for all elementary students. This class offered within the itinerant rotation includes lessons about manners, kindness, how to be a friend, peer conflict resolution, anti-bullying, and much more.

Title 1 After School Intervention Program- Targeted assistance for those students who are identified to be in need of improvement in the area of reading are able to participate in an after school program. This program schedule varies depending on student need as identified in benchmark assessments. Targeted assistance and instruction is provided with regular progress monitoring to inform instruction.

We use a math program called Eureka Math. This is the seventh year since this program was started in our district. We are continuing to explore online training and support in the effective use and implementation of these materials especially pertaining to intervention. Additional support is available to teachers and students through our Student Success Instructor. She provides guidance and mentoring in instructional methods as well as with student intervention in math.

We will continue to provide a Multi-Tiered System of Support in response to benchmark data with the use of Title 1 intervention and support services. Included in our MTSS, we have a Student Success Instructor who is able to provide another level of support for students who do not meet criteria for Title 1 services, but need assistance in acquiring skills.

Literacy team- Jones school established and has maintained a Literacy team to review data and create school-wide responses to tier 1 instruction. The team is focused on the Literacy Essentials created by the General Education Leadership Network and has currently been targeting Literacy Essential 8 which involves using research and standards-aligned writing instruction.

Technology- Teachers are able to utilize technology to enhance instruction. Students at Jones are allocated one to one Chromebook for school usage. Classrooms are equipped with Interactive whiteboards. Our building has a technology representative available to assist teachers with troubleshooting and exploring new technology methods. We also have representatives from Jones School who have attended training, such as the MACUL Technology Conference to enhance their knowledge of technology based learning.

State law requires that we also report additional information.

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 the 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 2022-2025 School improvement Plan

Status of School Improvement: The School Improvement Team has identified goals for the school community to focus on during the next three to five years. These include improving students' proficiencies in ELA/reading and math. We will accomplish this by using research-based strategies for improved test taking, data-based decision making, integrating technology, and continued professional development for our staff. Another long-range goal is to improve our tier-one student behavior in common areas of our facility. We will continue to use our school teams to monitor and evaluate data in order to determine the need or adjustment to our approach. We monitor SWIS data, NWEA scores, Acadience Benchmark and Progress Monitoring Assessments, Informal Curriculum Assessments, and student work samples.

The School Improvement (MICIP) team will encourage improved student behavior and academic performance. We have re-implemented the Jones' PRIDE (Polite, Respectful, Independent, Determined, and Empathetic) as our school wide behavior expectations.

2021-2022 MICIP (School Improvement) Goals:

End of Year Reading Goal By the end of the 2023-2024 School Year, 60% of students will meet or exceed their RIT score goal as determined by NWEA/MAP benchmark assessment. Our school utilizes a Multi-Tiered System of Supports (MTSS) for students. Using data from both MAP Assessments and Acadience testing, along with input from parents and teachers, we have tiers of interventions to respond to areas of need. Tiers include regular classroom instruction, small group instruction within the classroom, title 1 support within the classroom, pull-out title 1 instruction, and after-school title 1 instruction. Progress monitoring regularly informs instruction.

End of Year Mathematics Goal By the end of the 2023-2024 School Year, 55% of students will meet or exceed their RIT score goal as determined by NWEA/MAP benchmark assessment. The Common Core State Standards (CCSS) were fully implemented in Math. We continue to strive toward implementation with fidelity in all classrooms and in all subject areas. We currently use the Eureka Math program and are striving to improve the delivery of instruction to enhance student engagement using this curriculum.

End of the Year Other-academic or Non-academic School Goal (Optional) By May 2024, common area procedures will be established, communicated, and reinforced for the playground and hallways. Work had been done on common area expectations in previous years, but

had been shelved due to school closures and inconsistencies related to COVID-19. Plans needed to be reviewed and adjusted to fit current needs and language. The schoolwide behavior team reassembled at the start of the 2021-2022 school year. This team had previously used the framework from Foundations, a program developed by Safe and Civil Schools. This team meets monthly to review data and determine appropriate responses. Our behavioral consultant assists students in need of additional behavioral support, provides behavioral interventions for students, and also utilizes peer conflict resolution strategies with students.

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:

Established in 1969, the Delta-Schoolcraft Intermediate School District Learning Center is committed to creating and supporting effective educational programs which promote learning for students with moderate to severe impairments through the cooperative involvement of students, families, educators, and the community. The Learning Center program is designed to meet the educational needs of students 3 to 26 years of age, from the two county area who meet eligibility requirements and need a placement other than that which is available in a traditional school setting.

Career Technical Center:

Career technical education courses are offered to students utilizing the cluster concept. Students enroll in a specific course or program of courses. Basic skills required for a specific occupational area may be taught by rotating students through a series of related courses and a variety of instructors. The overall goal of the program is to prepare students for post-secondary education and/or to go directly into the workforce.

- Information Technology
- Health Science
- Education & Training
- Construction
- Manufacturing
- Science, Technology, Engineering & Mathematics
- Transportation

Upper Peninsula Virtual Academy (UPVA):

UPVA is a Michigan public school offering online courses to all UP students in grades K-12. Students can enroll as a part-time or full-time student with Gladstone Area Schools or Public Schools of Calumet, Laurium & Keweenaw through the Schools of Choice program.

Online courses provide students the flexibility to work anywhere and anytime that works for them. Courses taken through UPVA are no cost to the families, up to 12 courses per student per year. Each online course has a content expert teacher to assist students. Students will also be

assigned a local mentor teacher who will have regular contact with the student, and monitor their progress and grades. Full-time students must take the state assessment tests, and can earn a Michigan high school diploma.

4.Core Curriculum:

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

<https://www.michigan.gov/mde/0,4615,7-140-28753---,00.html>

www.corestandards.org

This is the model that we use at our school.

Local Math and Reading Achievement Scores

Acadience Outcome Data

Fall Benchmarks

	<u>2022-2023 School Year</u>			<u>2023-2024 School Year</u>		
	Low Risk	Some Risk	High Risk	Low Risk	Some Risk	High Risk
3 rd Grade	67%	11%	22%	80%	6%	14%
4 th Grade	68%	12%	20%	71%	10%	19%
5 th Grade	69%	24%	8%	70%	20%	10%

NWEA Measures of Academic Progress (MAP) were first implemented in the 2014-15 school year. This nationally normed assessment was taken in the areas of mathematics, reading, and science. The following chart represents the percentage of students scoring in the percentile ranges indicated on this nationally normed assessment during the Fall 2023 test sessions.

	≤ 40th percentile	41st to 60th percentile	≥ 61st percentile
3 rd Grade Math	42	29	29
3 rd Grade Reading	45	24	31
4 th Grade Math	49	26	25
4 th Grade Reading	36	28	36
5 th Grade Math	49	27	24
5 th Grade Reading	45	17	38

M-Step

Grade	Content Area	% Proficient Gladstone	
<u>M-Step</u>		<u>2022</u>	<u>2023</u>
3 rd	ELA	37.0%	38.5%
3 rd	Math	42.0%	42.2%
4 th	ELA	48.5%	46.2%
4 th	Math	50.5%	45.3%
5 th	ELA	50.0%	34.0%

5 th	Math	27.5%	32.0%
5 th	Science	51.0%	41.7%
5 th	Social Studies	11.8%	14.6%

Parent Participation: Parent-teacher conferences are an important part of the school year. This is an opportunity for the parents and teachers to examine a student's progress together.

Parent Teacher Conferences Breakdown
November 2, 2023

Grade 3

Total Students: 126			
Parents attended: 115	91%	Boys (67) 58%	Girls (48) 42%
		Boys Free/Reduced (20) 30%	
		Girls Free/Reduced (10) 21%	

Grade 4

Total Students: 110			
Parents attended: 97	88%	Boys (52) 54%	Girls (45) 46%
		Boys Free/Reduced (11) 21%	
		Girls Free/Reduced (22) 49%	

Grade 5

Total Students: 123			
Parents attended: 79	64%	Boys (43) 54%	Girls (36) 46%
		Boys Free/Reduced (15) 35%	
		Girls Free/Reduced (15) 42%	

Parents Attended: 291 - 81% Overall

A hearty "Congratulations!" to the teachers, support staff, students, and families for a job well done! Our continued efforts have made a positive difference in the success of the students of Jones Elementary. Let us continue to work together to improve the academic achievement of our students.

Sincerely,

Holly Howes, Principal
James T. Jones Elementary