

Gladstone Area Schools
400 South Tenth Street
Gladstone, Michigan 49837
FAX (906) 789-8457



"Together We Make a Difference"
Gladstone Middle School/Gladstone Jr. High School
Annual Education Report (AER) Cover Letter

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 the Gladstone Middle School (Gladstone Jr. High 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 Dave Ballard at 906-428-2295 for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3p20sOd> 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.

We have continually improved with our student achievement, but have not reached our set goals. Our focus for the 2023-24 school year will continue to be directed toward students with low achievement status, the bottom 30% along with teaching grade level content expectations and common core standards while transitioning to power standards in instruction. Although we face many difficult challenges like the disintegrating family structure, low economic status, and the ever changing mandated content expectations, not to mention the residual effects of COVID-19, our focus remains the same, to provide every student with the best education to ensure every student achieve their goals and become a viable, productive addition to our society. That being said, we have incorporated a number of intervention programs, professional development, and

updated technology to help close the achievement gap. We are still seeing residual effects of the COVID-19 virus on academic achievement, although it seems to be diminishing as each year passes. However, we continue to see socio-emotional learning (SEL) issues that affect not only student achievement, but their self-worth. This problem is compounded by safety issues including student-to-student and student-to-building threats as well. The increasing number of environmental issues continue to detract from our focus on instruction in the classroom. However, in terms of academic achievement, we are now able to measure student growth from Fall to Spring, as we take steps toward normality in education. We are still seeing effects associated with COVID-19 as they create barriers to student instruction and achievement, including attendance and social-emotional concerns that have risen. Our goals remain unchanged; however, the path to achieving those goals has been cluttered with a number of challenges and require new, creative ways to approach instructional delivery.

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 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

2. Status of 2020-25 School Improvement Plan:

In our previous SI Plan, the Gladstone Middle School developed 6 strategies to improve student knowledge base in the areas of Social Studies, English, Math, Science, and Technology. We have identified various tools we found successful to support our strategic goals. We analyze the M-Step and MAPs assessment results annually and have found areas in our curriculum that continue to need improvement. In the past, math and English have been the area's most significantly addressed in our data analysis review. We have shown continued improvement, although in small increments, but now have achieved our goal this past year, at least in math. In 2021/22 all grade levels, 6th-8th, achieved proficiency status in math greater than the State and

Local ISD. This was the first time we have done so well at all levels. We continued that trend in 2022/23. Although 6th graders were slightly below the state (-1.2%), the 6th-8th grade combined % growth was 15.7% greater than the state scores for those same grade levels. We also scored well in English in 2021/22, competitively as compared to the State and local ISD, but not surpassing at each level like in math. In 2022/23, we scored below the state level in ELA at the 6th grade level like we did in math, but the combined % growth for 6th-8th grade was 9.6% higher than the state scores for the same grade levels. Since 2015/16 we have been taking the MAPs assessment 3 times per year. Based on the mean RIT score, we have shown an increase in reading, math, and science in every grade, 6th-8th, from fall to spring every year since 2015/16. Students are achieving their individual growth goals, but that does not necessarily mean they've achieved proficiency status. This year I am able to convert RIT scores to proficiency percentages on the MAPs assessment. Once again, the data shows the number of students' proficient, not growth. All students are showing individual growth. In 2021/22, our Maps scores were a little out of skew. It took some discussion as to narrow down the possible explanation for all scores not continuing to show growth. As it turns out, as an incentive to encourage students to take their time and try their best on our Maps assessment, we offered across the board to students who achieved their growth goal at the Maps midterm to be able to opt out of taking the assessment in the spring all together. As it turns out, well over 60% achieved their growth goal by the midterm. So, the inconsistency in the Maps scores in the spring are, at least partially, due to the lower number of students who actually took the assessment. When comparing fall to spring assessments from 2019 to 2022, we have shown stable growth each year. However, in comparison from spring 2019 to spring 2022, we have shown regression. This regression can mainly be attributed to the effects of COVID-19 on student instruction and education in general, although our newly adapted incentive for the Maps assessment may surely play into it as well. We revisited that in 2022/23 and removed the opt-out incentive. All students now take the MAPs assessment 3 times per year.

All in all, our student growth continues to improve from fall to spring in every academic year with the changes we have put in place. Presently, we need to continue to attribute time to our analysis to complete our goals set in our last SI Plan in all core subject areas. This is now not only with our standards being taught, but an emphasis on the delivery of instruction. Through professional development, we have been educated on using power standards which concentrate focusing on and diving deep into the most important content standards instead of trying to touch on all standards. We hope to provide a greater foundation in core subject areas by doing so. In addition, we have created a class in the 2023/24 school year that is aimed at providing social studies power standards to students with disabilities on a platform and in a timelier manner as to instill knowledge and growth in a subject area that has shown to be difficult for those students. To continue to improve math proficiency, we maintained our cross-curriculum building goal that has all core classes doing basic math skills in class, including calculating percentages and long division, among other skills. We continue to address writing with a cross curriculum initiative that has all core classes writing within their content area. We will continue with this strategy as we address newly developing common core standards, moving toward power standards in each subject area. We emphasize writing in all core subject areas and hope to see dramatic improvement in M-Step writing scores over the next few years. We continue to maintain a general support class detailed in our last SI plan for all students performing below expectations, the bottom 30% not eligible for special education services. We will continue to provide this support throughout our 2020-25 SI Plan. This general support class is focused on additional

individual instruction and work completion in all core areas. In addition, we have added peer tutoring during homeroom, daily, for a few general education students achieving at the very bottom level of their class.

Technology has seen significant improvement over the past few years since we moved from having all teachers share 3 chrome book carts and 3 computer labs to having each teacher have their own computer cart housed in their own room. Every teacher continues to use their classroom installed infocus projector as part of their instruction. We are in the process of replacing each of them with new versions that allow teachers and students to have increased interactive capabilities, using it as a basic projector, an interactive board for student problem solving, and as a media source, just to name a few. In 2021/22, we initiated an attempt to improving technology in all math classes by adding Smartboards to each. In 2022/23, we completed adding Smartboards to all of our math classes. However, as schedules and teaching assignments change, this year I have an additional teacher to our math department, so we are in the process of getting her a Smartboard as well. As part of our past goals for our 2020-25 SI Plan, each teacher was to have a Smartboard installed in their room. That now has changed due to the increasing capabilities of infocus projectors. Now our goal is to have a new interactive infocus projector installed in each classroom. In addition, teacher laptops have been replaced at the end of the 2022/23 school year so teachers can better provide instruction via google classroom for students absent, virtual learning when required, and in general, better access to instruction and homework as warranted. We will continue to update technology over the next 5 years as needed.

We continue to address curricular alignment as well, not only between classes in the same core areas, but between grade levels. We have initiated curriculum alignment between the 5th grade elementary and our junior high in all core subject areas, but there is still work to be done. With new personnel, at times it seems we have to start from scratch. We have and will be committing time in our school calendar for professional development that will continue to facilitate collaboration among teachers, with a focus on reviewing growth data and standards in an effort to improve curricular alignment for enhanced student growth. The problem we face is that scheduled time takes place so sporadically and we seem to have to jump start all over. In our building, our math department meets every week, solely due to their dedication, which has resulted in consecutive years of student achievement surpassing that of the state. Curricular alignment will continue to be an annual goal to ensure equality and consistency in our instructional delivery.

Associated with curricular alignment is our transition from all content standards to focusing on power standards in instruction. We have dialed in our professional development the past two years to improve our classroom instruction by identifying power standards in order to do a deeper dive in material for students to gain a better, lasting understanding. In addition, we worked on learning targets, performance tasks, and assessments to ensure understanding of concepts. We have incorporated many of these techniques already, but are now tying in power standards for greater focus and understanding. We are to have all power standards completed for each subject area at the end of the 2023/24 school year. Once done, it would be appropriate to address curricular alignment once again with both the 5th grade level and high school.

Social-emotional learning (SEL) has become a crucial part of students' daily lives. It has caused schools to make concentrated efforts in supporting students and helping them better understand their thoughts and emotions, and that of others as well in order to create a cohesive student body where all are accepted. We, as educators, continue to be concerned with the whole

child, no longer just academics. The residual effects of COVID-19 include emotional stress amongst our student body, so much so that an additional social worker/counselor joined our district as part of our ISD programming. In 2022/23, we continue to maintain two social workers, one general education and one special education. However, the addition of another social worker has not resulted in more counseling time, in fact less. This is an issue we were working through in the 2022/23 school year through intensive collaboration and discussion with our Intermediate School District, provider of our social workers. This year, 2023/24, SEL services became very problematic, which led to our discontinuing ISD general education social work services at the secondary level. Due to the importance of SEL on each student and academics as a whole, we searched, identified, and hired a social worker from our community that will service general education students at the secondary level, 6th-12th, in our district only.

Through our monthly Team meetings and SI meetings, staff and I will continue to communicate with one another and address our school environment problems and solutions. We will continue to provide this avenue of data input from staff throughout this SI plan process. Existing areas of improvement carried over from last year include new lockers, vinyl posters, playground basketball rim, new hot lunch tables, and other infrastructure needs like the heating and classroom designs. We addressed a number of these issues since and have others on the calendar in the future. Lockers and vinyl coverings are costly and will have to wait for now, but there have been positive improvements, like our student sensory/time-out room. SEL ideas will be incorporated in our SI plan as well as others as we continue to strive to support all students both academically and emotionally, maintaining the best environment for student learning.

Our 3-5 year school improvement plan is progressing. We have made great strides in improving our educational environment and continue to evaluate our strategies in an effort to achieve our goals and improve student learning across our curriculum and to include the whole child.

3.Specialized Schools:

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 work force.

- 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>

And www.corestandards.org

5.NWEA MAPs Assessments (% Proficient)

Reading	Spring 2022	Spring 2023
6th	64%	53%
7th	53%	51%
8th	50%	36%
Math	Spring 2022	Spring 2023
6th	58%	45%
7th	60%	46%
8th	48%	40%
Science	Spring 2022	Spring 2023
6th	75%	66%
7th	60%	67%
8th	61%	42%

M-Step and PSAT (Spring 2022)

Grade	Content Area	% Proficient (GJHS)	
		<u>2022</u>	<u>2023</u>
M-Step			
5 th	ELA	50.0%	34.0%
5 th	Math	27.5%	32.0%
State	ELA	---	43.1%
State	Math	---	30.0%

6 th	ELA	35.7%	34.0%
6 th	Math	29.6%	28.7%
State	ELA	37.6%	37.5%
State	Math	28.4%	29.6%
7 th	ELA	28.7%	39.6%
7 th	Math	32.0%	34.2%
State	ELA	37.7%	36.9%
State	Math	30.2%	31.0%
8 th	Science	33.3%	26.7%
8 th	Social Studies	41.9%	25.0%
<u>PSAT 8 (GJHS)</u>			
8 th	ELA	68.6%	69.8%
8 th	Math	40.0%	50.0%
<u>PSAT 8 (State)</u>			
8 th	ELA	59.7%	59.7%
8 th	Math	36.2	36.3%

6.Parent Participation:

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

Gladstone Junior High
Parent Teacher Conferences Breakdown
November 2, 2023

Grade 6

Total Students	103			
Parents Attended	64	62%	Girls (50) 49%	Boys (53) 51%

Grade 7

Total Students	98			
Parents Attended	51	52%	Girls (48) 49%	Boys (50) 51%

Grade 8

Total Students	113			
Parents Attended	52	44%	Girls (58) 51%	Boys (55) 49%

53% overall parents attended.

Since we have had PowerSchool, we have found that parents are more involved in day to day assignments and grades. As a result, fewer find it necessary to attend conferences.

Congratulation goes out to all staff and students for individual student improvement on the state tests and having a successful school year.

Sincerely,

Mr. Dave Ballard, Principal
Gladstone Junior High School