

Fiedler Elementary School Annual Report 2022-2023



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.

**Fiedler Elementary School
Annual Education Report (AER) Cover Letter**

January 17, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-23 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 Kristina Cummings, principal, for assistance.

The AER is available for you to review electronically by visiting the following website www.kearsleyschools.org or you may review a copy from the Fiedler office. The link to the AER combined report is <https://bit.ly/3ah0w6S>.

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.

Key challenges facing Fiedler Elementary include enrollment, funding, attendance, learning loss due to Covid and assuring achievement of all students in all subject areas. The Fiedler staff works diligently 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 difficulties in reading and special needs students.
- Differentiated instruction through small groups
- Frequent monitoring of student achievement through formative, interim and summative assessments
- Curriculum adjustments to meet the Michigan K-12 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 6 year school improvement plan.

State law requires that we also report the following additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

All 4th and 5th grade students living in the Kearsley district 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 6 YEAR MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

Goal: Increase ELA Proficiency rates to 65% by June 2027

Strategies and activities for 2022-23:

- Build Capacity and Understanding of grade 4-5 Essential Practices
 - Recognize the 10 Essential Practices
 - Define and Implement #8 - Abundance of Reading
 - Continue to build understanding of #3 - Small Group Instruction and implement at least one small group
- Implement and utilize multi-tiered systems of support (MTSS)
 - Increase engagement and communication with stakeholders
 - Hold 3 family night events (fall, winter, and spring)
 - Increase positive communication through newsletters and positive postcards, phone calls
- Close achievement gaps through tiered intervention
 - Certified Intervention teacher for Tier 3 reading intervention
 - 7 Paraprofessionals for Tier 2 reading intervention
 - Maintain WIN time of 45 minutes, 4 days per week
 - Utilize MobyMax/Learning Farm for individualized learning
- Increase positive behavior and supports
 - Implement Positivity Project
 - Full time counselor
 - Half time Social Worker

- o PBiS Behavior Interventionist
 - o Incentives: Student of the Week, Perfect Attendance Stars, etc
 - o Implement school wide acknowledgement systems - B-Keeper tickets and store
 - o Staff complete the PBiS handbook, and implement common classroom PBiS lessons
 - o Professional Learning for staff - Classroom PBiS
- Professional Learning Communities
 - o Implement Year 1 district goals
 - o Phase IV Curriculum work in ELA, Phase V Curriculum work in Math
 - o PBiS PLC review data and work on identifying students who need Tier 2 and Tier 3 behavior supports

RESULTS:

Math

Percent of students "at or above grade level" based on the Math STAR

Math STAR	2019	2020	2021	2022	2023
4th	66	NA	49	56	54
5th	63	NA	51	62	57

Percent of Students Who Are Proficient on the M-STEP Math Assessment

Math M-STEP	2017	2018	2019	2020	2021*	2022	2023
4th Grade	43	41	41	Not Available	27	26	27
5th Grade	25	37	40	Not Available	25	27	26.5

*In the spring of 2021, taking the MSTEP was optional for students.

This year the focus in math was on the following:

- Implementing the math units of study which align with the Common Core State Standards using Bridges to Mathematics curriculum and Number Corner
- Assessing students with the common formative and summative assessments and providing students with purposeful feedback
- Focusing on the power standards in each unit
- Differentiated and individualized support through MobyMax/Learning Farm

Implications for Next Year:

- Implementing the *Bridges in Mathematics* Program with fidelity. Complete all units of study as well as fill the gaps of content that missed because of COVID-19.
- Exploring math strategy groups as a method to differentiate instruction during WIN (What I Need) time using the intervention program embedded into *Bridges* with a focus on multiplication and division.
- Analyzing the CGA data on fractions and decimals and comparing it to year one.
- Work in grade level Professional Learning Communities (PLCs) to backward plan instruction based on summative assessment expectations of the Number Corner common assessment and create electronic assessments that can be taken on Chromebooks.
- Include math intervention during WIN time for students who need it.

English Language Arts

Percent of students "At/Above Grade Level" and considered proficient in Reading as measured by the STAR Reading Test

Reading STAR	2019	2020	2021	2022	2023
4th	58	NA	53	57	41
5th	54	NA	41	50	48

4th Grade End of Year Percent Proficient in STAR versus DRA

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
DRA	75%	60%	NA Covid	59%	60%	50%
STAR	60%	58%	NA Covid	53%	57%	41%

5th Grade End of Year Percent Proficient in STAR versus DRA

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
DRA	73%	65%	NA Covid	49%	61%	59%
STAR	65%	54%	NA Covid	41%	50%	48%

Percent of Students Who Are Proficient on the M-STEP Language Arts Assessment

Language Arts M-STEP	2017	2018	2019	2020	2021*	2022	2023
4th Grade	44	35	40	N/A Covid	29	37	31.7
5th Grade	50	40	43	N/A Covid	37	38	41.4

*Taking the MSTEP in the Spring of 2021 was optional for students.

This year the focus in reading was on the following:

- Implementing a full year of the Benchmark Program for ELA.
- Instruction based on the Power Standards
- Analyzing data from the Benchmark program to determine next steps
- Differentiated and individualized support through MobyMax and Learning Farm
- Differentiated Instruction during “What I Need” (WIN) time, which is 45 minutes
- Tiered support through reading interventions - comprehension, accuracy, fluency
- Evidence Based Literacy Instruction (EBLI) pilot for Tier 2 and Tier 3 Reading Intervention

Implications for Next Year:

- Identify strengths/weaknesses in curricular materials and identify resources to fill the weaknesses
- Complete pacing guides
- Begin working on writing curriculum development
- Focus on filling gaps of content that was missed because of COVID-19.
- Focus on Essential Literacy Practice #1 - Fostering engagement and motivation
- Continue our work with Essential Literacy Practice #3 - small group instruction
- Strengthen our understanding of working in collaborative PLC groups and implement the district year 2 plan

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Special Education Services

The Genesee Intermediate School District and its 21 local school districts in Genesee County provide special education support for nearly 10,000 students. Special services for students with special needs, age 0-26, are available to Kearsley Community School District 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.

Specifically, through the GISD, the following are available:

- Elmer A. Knopf Learning Center (for students with cognitive, autistic impairments and/or other impairments)
- Early childhood programs and services
- Marion Crouse Instructional Center
- GISD Transition Center
- Michigan School for the Deaf (MSD)

Just under 500 students receive special education programs and/or services at Kearsley Community Schools. This includes support for students with autism spectrum disorder, cognitive impairments, emotional impairments, learning disabilities, speech and language impairments, and other disabilities. This is a similar number to the previous school year.

Upon leaving GISD's special education programs, follow-up data indicate that students are well prepared for adult life, within the limitations 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 M-STEP and SAT state assessment program. 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 language, physical education, and technology.

Curriculum development is an ongoing process 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 Kearsley Curriculum Council (KCC) process to organize curriculum and to provide communication across grade levels, buildings and departments.

Core committees are revisiting developed curriculums to ensure alignment with the Michigan K-12 Standards. 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 KCC committees continue to check this alignment.

For information regarding the curriculum at Kearsley Community Schools, please contact Jane Fonger, Director of Curriculum and Grants at 810-591-7601 or jfonger@kearsleyschools.org.

STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:

The STAR Reading and Math Assessment is used at Kearsley Schools as a nationally normed achievement test. The results provide the district with data compared to students across the nation. DRA2 is also used to assess students in reading in grades 4 and 5 at Fiedler. The results for Fiedler Elementary are included above as part of the school improvement status report.

Parental Involvement Opportunities

Parents were involved in helping to revise the Title 1 parent compact that was distributed during the first parent-teacher conference.

Fiedler hosted three family nights, one in Harvest Fest in October of 2022, Roll into Reading in March of 2023, and Summer Send-Off in June of 2023. Each event had well over 500 attendees and over 50% of our students were in attendance.

Percent of Students Represented at PARENT-TEACHER CONFERENCES:

Year	Male	Female	Overall
2017-18	82	81	83
2018-19	81	81	81
2019-20	81	83	82

2020-21*	63	61	62
2021-22	72	75	75
2022 - 23	69	75	72

*Due to COVID-19, conferences were virtual only for 2020-21 and attendance was lower than normal.

Other opportunities for Family Engagement:

- 8 school newsletters, averaging 200 views
- 15 students regularly participated in the **Read At Home** program

Continuous Improvement Team Members:

Position	Name
4th Grade	Karli Ashley
5th Grade	Suzanne Harrison
Wellness	Michele Eggleston
Building Chairs	Melissa O'Bryan

The staff of Fiedler Elementary is proud of the work accomplished during the 2022-23 school year. We appreciate the continued support of parents, staff and our community. Together we can make a difference.

Sincerely,

Kristina Cummings
Principal, Fiedler Elementary School