

# Dowdall Elementary School Annual Report 2022-2023



**Our mission at Dowdall Elementary School is to educate our students by meeting the diverse needs of individuals in a safe, supportive environment.**

# Dowdall Elementary School

## Annual Education Report (AER) Cover Letter

June 21, 2023

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 Dowdall 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 Kelly Fisher, principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.kearsleyschools.org/> or you may review a copy from the Dowdall office. The AER combined report is located at this link: <http://bit.ly/2W3jmpB>.

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 Dowdall Elementary include enrollment, funding, and assuring achievement of all students in all subject areas. The Dowdall staff works diligently to differentiate instruction for all students, 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 Dowdall 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 special needs.
- Differentiated instruction
- Frequent monitoring of student achievement through formative, interim and summative assessments

- Realignment of curriculum and assessments to meet the Michigan K-12 State 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 3-5 year school improvement plan.

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

### **1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

All students in grades 2 and 3 who live in the Kearsley district are assigned to Dowdall 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 State of Michigan Schools of Choice program Section 105 and 105C for students from other schools who wish to enroll in the district.

### **2. STATUS OF THE MI-CIP Goals**

**Reading Goal:** Dowdall will increase ELA proficiency to (65%) by June 2027, as measured by STAR Early Literacy/Reading.

#### **Strategies/Activities:**

- 1) Viable Curriculum
  - a. Standards Based ELA Reading Curriculum Development and Implementation
- 2) Instructional Pedagogy
  - a. Close and Critical Reading
  - b. Implementation of Essential Practices in Early and Elementary Literacy
  - c. Reading Workshop Practices
  - d. Summarize Nonfiction Text
  - e. Scaffolding/Gradual Release
  - f. Content area Reading strategies
  - g. Differentiation for Individual strengths and needs
  - h. ELA Collaboration
- 3) Balanced Assessment
  - a. Assessment Audit and Plan
  - b. Formative Assessment Methods
  - c. Student self-Assessment
  - d. Common Grading Practices
  - e. Monitor and Adjust local assessments
  - f. Feedback for Learning
  - g. Observable System for Formative Assessment Data

- 4) Multi-Tiered System of Support
  - a. Tier 2 Reading interventions
  - b. Tier 3 Reading interventions
  - c. Extended Learning Reading intervention
  - d. Positive Behavior Intervention Support
  - e. Program Monitoring
  - f. Services for homeless & foster care students
  - g. Building Positive Teacher Student Relationships
  - h. Positivity Project
- 5) Student Engagement
  - a. Student Talk
  - b. Questioning Strategies
  - c. Total Participation Techniques
  - d. Student Engagement PLCs
- 6) Building Collective Efficacy
  - a. Professional Development Plan
  - b. Inquiry-based Collaboration for Improving Instructional Practices
  - c. Instructional Coaches
  - d. Intentional Coaching cycles
  - e. Professional Development for Instructional Coaches
- 7) Technology for Teacher and Learning
  - a. Technology integration for Student learning
  - b. Productivity and Efficacy
  - c. Decision Making and Data Collection
  - d. Technology Integration for Instruction
- 8) Collaboration with Families
  - a. Parent Involvement
  - b. Parent/Family Training
- 9) English as a Second/Other Language Programming
  - a. ELL Coach
  - b. Professional Learning for ELLs
  - c. ELL Facilitator
- 10) Career Awareness
  - a. Speakers/Career fairs
  - b. Employability Skills
  - c. Professional Learning
  - d. Parent & Family Engagement

## **Evaluation Process**

The following metrics are used to evaluate the efficacy of the reading goal.

- Teacher survey
- M-Step scores
- STAR Data
- DRA scores
- Best practice research

## **Progress in Reading**

<b><u>2nd Grade STAR</u></b>	<b>Fall 2020</b>	<b>Winter 2021</b>	<b>Spring 2021</b>	<b>Fall 2021</b>	<b>Winter 2022</b>	<b>Spring 2022</b>	<b>Fall 2022</b>	<b>Winter 2023</b>	<b>Spring 2023</b>
<b>At or Above Benchmark</b>	<b>44%</b>	<b>39%</b>	<b>45%</b>	<b>21%</b>	<b>28%</b>	<b>31%</b>	<b>25%</b>	<b>40%</b>	<b>43%</b>
<b>Below Benchmark</b>	<b>56%</b>	<b>61%</b>	<b>55%</b>	<b>79%</b>	<b>72%</b>	<b>69%</b>	<b>75%</b>	<b>60%</b>	<b>57%</b>

<b><u>3rd Grade STAR</u></b>	<b>Fall 2020</b>	<b>Winter 2021</b>	<b>Spring 2021</b>	<b>Fall 2021</b>	<b>Winter 2022</b>	<b>Spring 2022</b>	<b>Fall 2022</b>	<b>Winter 2023</b>	<b>Spring 2023</b>
<b>At or Above Benchmark</b>	<b>43%</b>	<b>46%</b>	<b>49%</b>	<b>21%</b>	<b>29%</b>	<b>47%</b>	<b>35%</b>	<b>43%</b>	<b>47%</b>
<b>Below Benchmark</b>	<b>57%</b>	<b>54%</b>	<b>51%</b>	<b>79%</b>	<b>71%</b>	<b>53%</b>	<b>65%</b>	<b>57%</b>	<b>53%</b>

## **Recommendations for further improvement:**

- Continued implementation of Tier 1 reading instruction for all students (Benchmark Advance)
- Continued use of Tier 2 interventions for students with particular reading deficiencies
- Identification with reading difficulties requiring Tier 3 support
- Continued progress monitoring of students reading skills
- Professional development on the Science of Reading for teachers
- PLC work to study data to plan for differentiated instruction in reading
- Continue the use of Exact Path, Reading Eggs/Eggspress for extra support with technology-based reading and intervention
- Family Involvement:
  - One Book, One School during March 2023.
  - Family Reading Night March 2023

- Fall Harvest Family Fest Oct. 2022
- Soaring into Summer family night 2023

**Math Goal:** All students will be proficient in mathematics.

**Objective:** 85% of second and third grade students will demonstrate proficiency in mathematical understanding, operational skills and mathematical communication skills by increasing proficiency by approximately 4% annually in Mathematics by 6/14/2024 as measured by STAR Mathematics assessment and/or other state and local assessments.

**Strategies:**

- 1) Viable Mathematics Curriculum
  - a. Standards Based Mathematics Curriculum Development and Implementation
- 2) Multi-Tiered System of Support
  - a. Tier 1 Math interventions
  - b. Tier 2 Math interventions
  - c. Tier 3 Math interventions
  - d. Program Monitoring
  - e. PBIS support
  - f. Building Teacher/student relationships
  - g. Services for homeless and foster students
  - h. Positivity Project
  - i. Extended Mathematics Learning Intervention
- 3) Collaboration with families
  - a. Parent Involvement
  - b. Parent Training
- 4) Instructional Pedagogy
  - a. Scaffolding and Gradual Release model
  - b. Math Practices
  - c. Academic Vocabulary
  - d. Differentiation for Individual Strengths and needs
  - e. Building Number sense and Numeracy
  - f. Mathematical Concepts and Procedures
  - g. Problem Solving
  - h. Communicating Mathematical Reasoning
  - i. Mathematical Modeling and Data Analysis
  - j. Teacher Math Lab
- 5) Student Engagement
  - a. Student Talk in Mathematics
  - b. Questioning Strategies
  - c. Total Participation Techniques
  - d. Student Engagement PLCs

- 6) Balanced Assessment
  - a. Assessment Audit and District Assessment Plan
  - b. Formative Assessment for Michigan Educators (FAME)
  - c. Feedback for Learning
  - d. Formative Assessment Methods
  - e. Student Self-assessment
  - f. Grading Practices
  - g. Observable System for Formative Assessment Data
- 7) Building Collective Efficacy
  - a. Professional Development Plan
  - b. Inquiry Based collaboration and Data based decision making
  - c. Inquiry Based collaboration for Improving instructional practices
  - d. Instructional coaches
  - e. Intentional Coaching Cycles
  - f. Instructional Coaches Professional learning
- 8) Technology for Student Learning
  - a. Technology Integration for Student Learning
  - b. Technology Integration for Instruction
  - c. Productivity and Efficiency Using Technology
  - d. Decision Making and Data Collection
- 9) Career Awareness
  - a. Speakers/Career Fairs
  - b. Employability Skills
  - c. Professional Learning
  - d. Parent & Family Engagement

**Evaluation Process:**

The Math Team used the STAR Mathematics assessments to track student achievement.

**Progress in Mathematics:**

<b><u>2nd Grade STAR Math</u></b>	<b>Fall 2020</b>	<b>Winter 2021</b>	<b>Spring 2021</b>	<b>Spring 2022</b>	<b>Fall 2022</b>	<b>Winter 2023</b>	<b>Spring 2023</b>
<b>At or Above Benchmark</b>	<b>26%</b>	<b>38%</b>	<b>42%</b>	<b>47%</b>	<b>35%</b>	<b>44%</b>	<b>51%</b>
<b>Below Benchmark</b>	<b>74%</b>	<b>62%</b>	<b>58%</b>	<b>53%</b>	<b>65%</b>	<b>56%</b>	<b>49%</b>

<b><u>3rd Grade STAR Math</u></b>	<b>Fall 2020</b>	<b>Winter 2021</b>	<b>Spring 2021</b>	<b>Spring 2022</b>	<b>Fall 2022</b>	<b>Winter 2023</b>	<b>Spring 2023</b>
<b>At or Above Benchmark</b>	<b>47%</b>	<b>56%</b>	<b>54%</b>	<b>53%</b>	<b>34%</b>	<b>43%</b>	<b>62%</b>
<b>Below Benchmark</b>	<b>53%</b>	<b>44%</b>	<b>46%</b>	<b>47%</b>	<b>64%</b>	<b>57%</b>	<b>38%</b>

**Recommendations for further improvement:**

- Continued implementation of Tier 1 Math materials and curriculum (Bridges to Mathematics)
- Work to provide intervention opportunities for students with deficiencies in mathematics
- Screen for Tier 3 interventions in Mathematics

**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

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, Curriculum Director at 810-591-7601 or [jfonger@kearsleyschools.org](mailto:jfonger@kearsleyschools.org).

## STUDENT ACHIEVEMENT RESULTS FOR NATIONALLY NORMED ACHIEVEMENT TESTS

STAR Assessment data is used to provide nationally-normed data for students in grades 2-8. This assessment is administered Fall, Winter and Spring each school year with the exception of the 2019-20 school year when it was only administered Fall and Winter due to Covid shutdown.

STAR data provides information to teachers regarding student achievement in reading and math. This data is nationally normed. Teachers use the data to inform instruction and to determine interventions for struggling students.

### Five Years of STAR scores for Dowdall Elementary

	22-23			21-22			20-21			19-20			18-19		
Math	At or Above Benchmark			At or Above Benchmark			At or Above Benchmark			At or Above Benchmark			At or Above Benchmark		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
2nd	35	44	51	30	47	47	26	39	42	36	63	na	52	80	81
3rd	43	62	56	33	51	53	47	55	54	67	77	na	65	72	70

	22-23			21-22			20-21			19-20			18-19		
Reading	At or Above Benchmark			At or Above Benchmark			At or Above Benchmark			At or Above Benchmark			At or Above Benchmark		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
2nd	25	40	43	28	42	50	41	39	50	32	58	na	39	66	67
3rd	35	43	47	27	38	47	43	45	49	49	62	na	41	58	60

## **Parent/Teacher Conferences**

	<u>Overall</u>	<u>Male</u>	<u>Female</u>
2017-2018	90%	89%	90%
2018-2019	89%	87%	88%
2019-2020	90%	88%	89%
*2020-21	72%	73%	71%
2021-22	79%	77%	80%
2022-23	81%	81%	80%

\*Conferences 2020-21 were scheduled and held electronically for the first time

## **Parental Involvement Opportunities:**

Dowdall staff provided several opportunities during the 2022-23 school year to involve parents and families.

These opportunities include:

- Fall Open House (August)
- Fall Parent/Teacher conferences (November)
- Attendance Cafe meetings targeted to increase student attendance (Nov. and Feb.)
- Harvest Festival (October)
- Spooky Trail (October)
- Classroom Holiday parties (December)
- Winter/Spring conferences (February)
- One book, one school (March)
- Family Bowling Night (April)
- Soaring into Summer (May)

Many of these activities were done in concert with our sister Elementary Schools, Fiedler and Weston. Due to the configuration of our grades (each building servicing 2 grades) it was decided to do district wide family activities a few times a year to be inclusive of the whole K-5 community.

The staff of Dowdall 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,

Kelly Fisher, Principal, Dowdall Elementary School