

Fern Persons Elementary Olivet Community Schools Annual Education Report

2005-2006

Introduction

The Annual Education Report is a requirement of the Revised School Code of Michigan, MCL 380.1204a. Michigan's new accreditation system **Education YES!** and the federal **No Child Left Behind (NCLB)** legislation also have reporting requirements. This template helps you meet the existing reporting requirements as well as the NCLB Report Card requirements. Unless denoted as "*optional*," all of the components in this template are required for ALL school buildings.

It is the responsibility of the district to pull together the information from each building into a comprehensive district report. The template is a tool used by a district to collect all of the components from each building in a uniform way; it is a suggested tool for the format of the content, not the presentation of the final Report.

Your Annual Education Report should communicate to parents and community members the type of district you are, the distinctiveness of each of your schools and the great job you are doing of educating their children. So keep the language easy to understand, the format easy to read, and focus on the wonderful things going on for the children in your district.

The publication of an Annual Education Report is as unique as each district. Some districts turn this report into a calendar, some into a glossy magazine, others into a web-based publication. If your district chooses to publish to the web, your community must be notified how to access the electronic Report. You must also have some printed copies available for those who request a hard copy.

Although the Annual Education Report is compiled and published by the school district, each school building in the district must distribute its part of the Annual Education Report and the district report to the public at an open meeting no later than October 15 of each year.

According to NCLB the board of each school district must submit the information contained in this template to the Michigan State Board of Education before the beginning of the school year. Paul Bielawski at the Michigan Department of Education is the contact for the state board. He accepts either print or electronic versions of the Annual Education Report. His contact information is:

Paul Bielawski

Special Assistant

Office of the Superintendent
Michigan Department of Education
608 W. Allegan
Lansing, MI 48933

bielawp@michigan.gov

This Report must also be submitted to your intermediate school district no later than October 15 each year. In Calhoun County, this report should be submitted in either a print or electronic version to:

Mary Gehrig
Calhoun Intermediate School District
17111 G Drive North
Marshall, MI 49068

gehrigm@calhoun-isd.k12.mi.us

**Fern Persons Elementary
Olivet Community Schools
Annual Education Report
2005-2006**



**Principal
Superintendent**

**Mary Barkley
David Campbell**

October 26, 2006

Annual Education Report Requirements

I. Overview of School

A. Describe your building's accreditation status and grades as determined by Education YES! You have the option to describe an alternate accreditation status (i.e., North Central Association, Baldrige) as well as your Education YES! accreditation status.

Fern Persons Elementary School received a composite grade of A on the Education YES! report card. Fern Persons Elementary has interim accreditation status.

The break down of the scores were as follows:

Student Achievement Status:	87.9	B
Indicators of School Performance	99	A
Preliminary Grade	92	A
AYP Status	Met AYP	
Composite Grade	A	

B. Compare your current year's status to last year's status.

Fern Persons Elementary continues to make adequate yearly progress in the areas of reading and math for the fifth consecutive year.

G. Enter any other information that the community might be interested in knowing about your school, (ie., partnerships, community service projects, Blue Ribbon status, etc.).

(Optional)

Fern Persons Elementary School completed a major renovation to add two new classrooms, offices, a gymnasium and air conditioning to the building. The building project was completed in September of 2004.

An all day kindergarten program was implemented in the 2003-2004 school year with successful results. Students, parents and staff are pleased with the learning of our five-year old students. Students in the all day kindergarten program receive two 25-minute gym periods and two 25-minute music classes as well as a library, two daily recesses and guided reading instruction. Fern Persons Elementary offers a state funded preschool program for 16 at risk four-year-olds. The preschool program runs four half days week, October through mid May of each school year.

Fern Persons has a nationally recognized Character Education program and a CD of student's original compositions of songs relating to character themes. Each new student to our building receives a copy of the recording. Fern Persons has a full time student support services coordinator.

II. School Improvement Plan

A. The descriptions below must be from the current school year.

1. Describe how data led your School Improvement Team to select your building's improvement objectives in the core academic curriculum.

The School Improvement team used data from district assessments, including Gates and Measures of Academic Progress, both nationally normed assessments, the MEAP data from 2005-2006, and scores from district assessments to develop plans for professional development and curricular alignment. This information is used to strengthen curriculum and instruction in areas needing improvement.

2. Describe your implementation plan for the core academic improvement objectives identified in your school improvement process. You may choose to describe your overall curricular implementation plan or you may choose to describe the plan in each content area.

b. English/Language Arts

Overview

The K-8 ELA curriculum was rewritten to align with the Grade Level Content Expectations during the summer months of 2005. The English Language Arts committee presented the new document during professional development sessions in August of 2005. A year long overview and plan was developed for each grade level. An assessment calendar was developed for each grade level as well. District assessments were being written during the 2005-2006 school year that will align with the GLCES. The process of developing assessments continues into the 2006-2007 school year.

Barbara Reed Nelson authored genre units and this genre curriculum was purchased for second through eighth grades. The suggested read aloud materials and student novels were purchased as well. Second and third grade staff received professional development in the genre unit instruction and each classroom teacher in these grades implemented at least 1 of the 3 units in the 2005-2006 school year. Full implementation of the genre units will occur in the 2006-2007 school year.

Five kindergarten staff members have received or are currently receiving professional development in literacy skills for the kindergarten student. First through third grade staff are engaged in professional development using Primary Units of Writing by Lucy Caulkins and 6+1 Traits of Writing.

All but two K-5 teachers have received MLPP training. Grade level staff will meet monthly to review curriculum and develop assessments for the GLCES. Biannual writing portfolio reviews are held in December and again in May with K-12 staff to ensure writing across the curriculum is a common expectation. In addition, K-5 professional development study groups work with student writing samples to standardize scoring from classroom to classroom.

Writing

- Implemented the use of an instructional device called an ELMO/document camera. The ELMO allows K-5 teachers to show students' writing without making an overhead and to demonstrate revision, giving immediate feedback to students about their writing. The electronic device projects work from a sheet of paper or book onto a screen.
- Purchased three more ELMO units for classroom use in writing instruction for the 2006-2007 school year. The goal is to have one available in every classroom in the building. A \$3,000 PRIDE grant was awarded to the building principal to support the school improvement goal to improve student scores in writing using revision and editing instructional techniques.
- Developed a chart showing scope and sequence of various writing genres that are taught and mastered in first-fifth grades.
- We are in our fourth year of conducting annual writing portfolio reviews to ensure continuity across grade levels and from building to building.
- Writing scores for narratives done in K-5 are collected and analyzed. Staff meetings during the 2005-2006 school year were devoted to scoring student work. Teachers worked in mixed groups of K-5 to score student papers based on the rubrics which had been developed. This process led to productive professional dialogue.
- Grade level teams continue to revise the rubrics for scoring and are looking for effective teaching strategies for writing instruction
- K-2 teachers were involved in a two year study of Lucy Calkins materials called, "**Units of Study for Primary Writing: A Yearlong Curriculum**." Professional study groups were formed and teachers implemented the writing workshop in their classrooms and met bimonthly to share results and ideas.
- 3 teachers from the K-3 level will attend a 6 day workshop for in depth study of Lucy Caulkins Units of Primary Writing Instruction during the 2006-2007 school year.
- 2 teachers from kindergarten attended an 8 day seminar on Kindergarten Literacy during the 2005-2006 school year learning to analyze student reading and writing skills. Three more kindergarten teachers will attend the same professional development during the 2006-2007 school year.
- Hosted David Small and Sarah Stewart, renowned authors and illustrators at Fern Persons Elementary, in October of 2005, thus motivating our young readers and writers and our classroom teachers as well.
- Plans are underway to offer an extended day from November through December of 2006 to struggling writers in 2nd and 3rd grades. Students will be invited based on teacher recommendation. The extended day is limited to 10 students who may attend either before or after school , 3 times a week for an hour of intensive work on writing skills. A second session of extended day will be offered Feb. through March.
- A three week summer literacy class was offered in August of 2006 to K-5 students working below grade level in reading, writing or in both areas. The student to teacher ratio is 10 students to 1 teacher.

Reading

- 4th and 5th grade level teachers developed a book room with appropriately leveled books for guided reading instruction.
- K-3 analyzed needs of instructional materials and purchased new titles for bookroom levels . This provided ample materials for reading instruction for emergent readers.
- Purchased informational texts for the bookroom in levels A-M.
- Purchased DRA kits (Developmental Reading Assessment Kits) for grades 3-5. The use of the assessments will be implemented during the 2005-2006 school year. During the 2006-2007 school year the building principal and reading specialist will carefully monitor the scoring of the DRA, giving feedback to teachers on accuracy in delivering an assessment so that scores are consistent across grade levels and from classroom to classroom.
- Purchased and began using a comprehension test for grades 3-5 to be used in addition to the fluency tests at those grade levels during the 2004-2005 school year. Monitoring of the data collected from this assessment in 2006-2007 to give feedback to teachers on instructional practices.
- Reading specialist and building principal implemented an extended day program for struggling readers in the 2nd and 3rd grades. The program ran from January through March 2006. 18 students took part in the small group instruction offered both before and after the school day for 1 hour, three times a week.
- Building principal and reading specialist collected running records, fluency information and guided reading lesson plans on a monthly basis from K-3 classroom teachers. A short meeting was held with each teacher reviewing the assessment and instructional information. This proved to be an effective technique for identifying at risk students and for monitoring teacher implementation of effective instructional strategies during guided reading. This process will continue through the 2006-2007 school year.

c. **Math**

- Math curriculum coordinators at K-5 will be developing unit and quarterly tests that assess student growth on secure math objectives during the 2005-2006 school year. The assessments will be common to each grade level. Developing common assessments is continuing in the 2006-2007 school year. As the Grade Level Content Expectations were aligned to the local curriculum the assessments are being revamped to reflect the changes.
- In scoring test items, teachers determine the remediation needs for *secure* items. Those students not attaining passing scores on secure items received remediation.
- Developed constructed response items for each quarterly math test at each grade level and rubrics for consistent and accurate scoring.
- Kindergarten staff adopted the Bridges Math Program for more hands on math instruction. Math Their Way program specialists developed Bridges. This program uses manipulatives, games, and activities with money, geometric patterns, shapes, and probability. The Bridges program is fully implemented in kindergarten and 2 teachers attended a week-long professional development on using Bridges in July of 2004. The special education, resource room teacher for K-3 students purchased and implemented the Bridges program in 2005-2006.
- K-5 teachers worked with Math Curriculum Co-ordinators to align grade level curriculum to the GLCES in June and July 2005.
- Math coordinators will lead staff in developing assessments for the GLCES during the 2006-2007 school year.
- Two K-5 staff members participated in August 2006 math training held at MSU in conjunction with the PROM/SE grant. The classes were in operations of whole numbers, fractions, geometry and measurement.
- New staff members in 2nd and 3rd grade are being trained in Everyday Mathematics during the 2006-2007 school year provided by the intermediate school district.

d. Science

- Alignment of district curriculum with Battle Creek Area Math and Science Kits.
- Developing and implementing a plan for offering science related field trips for 1st-3rd grades to enhance kit instruction.
- Analysis of science instruction in kindergarten classrooms. Decided to discontinue the use of the Life Science Kit from BCAMSC and embed instruction for seasons, life sciences and senses into the classroom curriculum rather than teaching the concepts in one quarter as the kit use would dictate. Earth Science was eliminated as the concepts presented in kindergarten are repeated in 2nd and 5th grades.
- Purchased additional titles of science informational text for guided reading resource room.
- Implemented use of Classroom Performance System to monitor student achievement on grade level science objectives. The “CPS” gives students and teachers immediate feedback on student learning on the benchmarks.
- The elementary science teacher is serving on a state level committee working on the development of the grade level content standards and expectations for K-5 science. He will also chair the science curriculum work to align district curriculum to the new GLCES.
- Kindergarten classrooms have purchased aquariums and have chosen to keep frogs to teach the life science curriculum objectives for their grade level. The science teacher for our building oversees the materials and resources for the instruction at the kindergarten level.
- A science specialist at Fern Persons Elementary provides instruction for 1st-3rd grades. He is a PROM/SE associate and part of the MSU Science Literacy program at Kellogg Biological Station at Hickory Corners. During the 2006-2007 school an MSU doctorate student will work with our science specialist on curriculum, assessment and instructional strategies for elementary science instruction.
- Parent volunteers and a local girl scout troop are working collaboratively with our science specialist and students in K-3 designing and planting a science garden. Areas of the garden include a butterfly and bird area as well as a sensory garden. The garden was begun in 2005-2006 and plans are underway to complete the project by June of 2007.

e. **Social Studies**

- Implemented seven units on the following universal themes of social studies for K-3

K – Housing, clothing

1st – Families, transportation

2nd – Money and Food

3rd – Government

- Wrote grant proposal and received funding to pay for field trips, resources, books, and videos to enhance first grade units on family, transportation, and foods.
- Wrote unit plans aligning state benchmarks and district outcomes.
- Adopted the Macmillan/McGraw-Hill social studies text for third grade to better align our local curriculum to the draft of the state social studies benchmark document.
- Developed instructional kits for the K-2 units with the \$1,000 grant money awarded for the Social Studies project.
- Hired a social studies specialist for grades 1st & 2nd to teach two 25 minute class periods each week during the 2006-2007 school year. The social studies specialist is utilizing the resources and unit designs developed by classroom teachers from 2004-2006. Classroom teachers will supplement and enhance social studies concepts with related field trips, writing assignments and literary selections.
- Classroom teachers and social studies specialists will develop common assessments as soon as the grade level content standards are released by the department of education and the local curriculum is aligned and reflects the changes.

3. Did your School Improvement plan do what it set out to do? Describe the evaluation process that led you to this conclusion.

Yes, our school improvement plan was used to plan for staff development, to develop staff meeting agendas and to organize professional study groups. Curriculum chairpersons reviewed local curriculum and made revisions to align to new state benchmarks and grade level expectations and content standards.

4. Describe how the evaluation of data and the current year's school improvement process led your School Improvement Team to select your building's improvement objectives in the core academic curriculum for the next school year.

Many goals established for the 2005-2006 school year will still be in place for the 2006-2006 school year. Hence, giving staff the opportunity to implement new instructional strategies, assess the impact on student achievement, to implement curriculum changes made in the alignment process and of course data from district, state and nationally normed assessments are analyzed to evaluate the effectiveness of SI plan.

B. How was this year's school improvement process similar or different from last year's process?

The process used for School Improvement in 2005-2006 was the same one used in 2004-2005. Aligning curriculum, improving instructional strategies to support the curriculum and developing classroom assessments aligned to both are strategies that drive the School Improvement Process. The School Improvement team uses students' achievement data to develop our goals in the core academic areas. A plan was also implemented that guides the process of selecting new text books and instructional resources.

III. Student Assessment Data

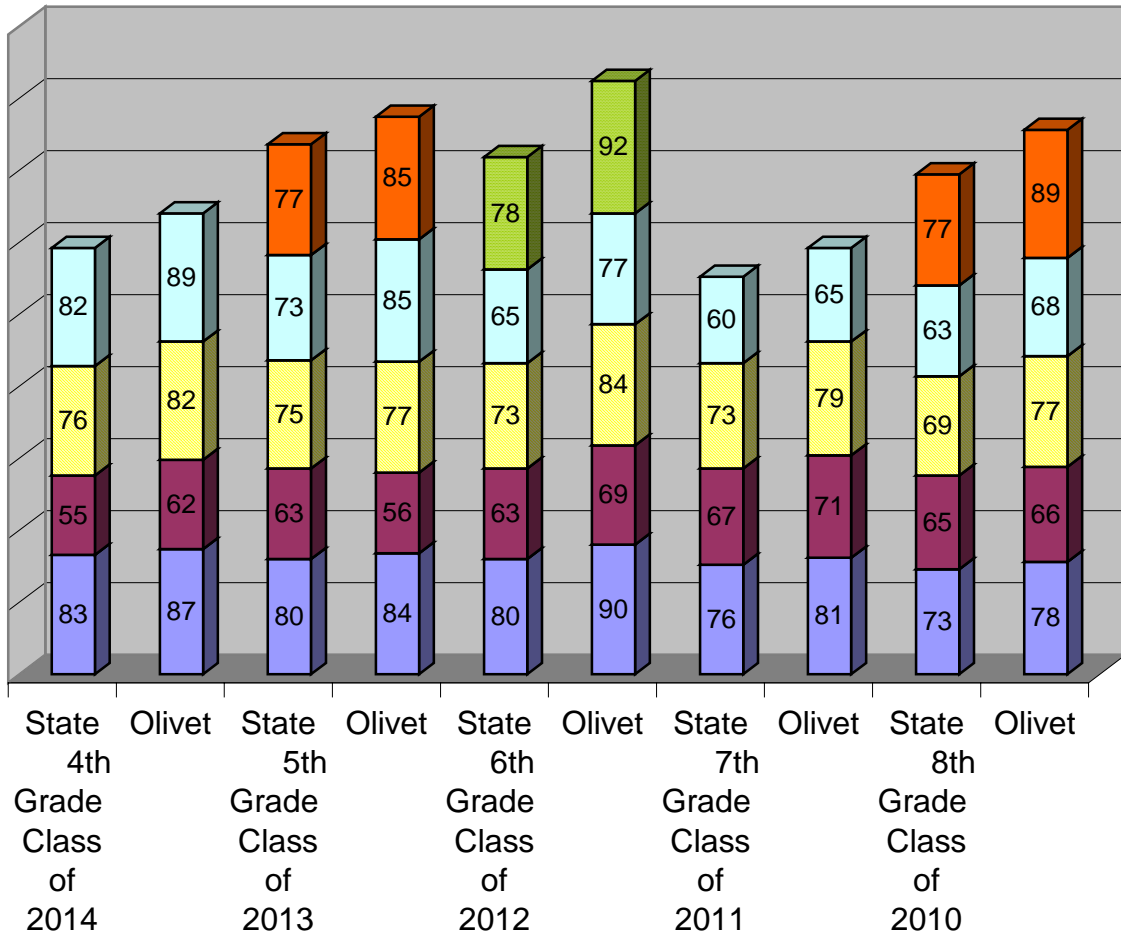
A. Insert graphic displays of MEAP data in the four core academic curriculum areas, broken down into the achievement levels (Level 1, Level 2, Level 3, Level 4), that include:

1. Aggregated student achievement data for each content area
 - a. status (school's overall achievement score)
 - b. compared to other schools in the district
 - c. compared to the state
 - d. compared to last year (change/two year trend)
 - e. percentage of students not tested

100% of 3rd, 4th and 5th grade students were tested in the areas of math, reading, English Language Arts, Science, Social Studies and Writing.

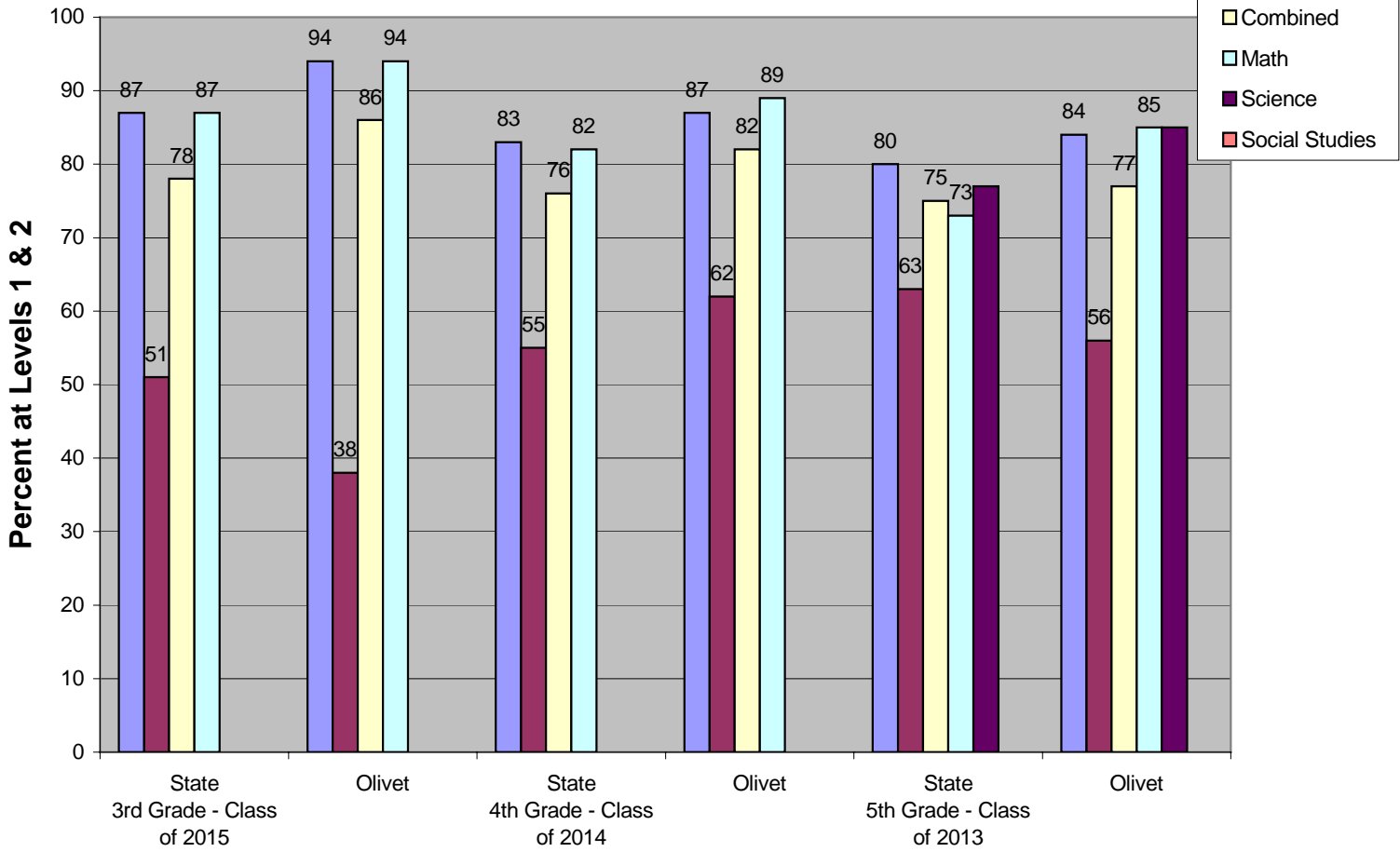
Olivet Middle School Fall 2005 MEAP

- Social Studies
- Science
- Math
- Combined
- Writing
- Reading

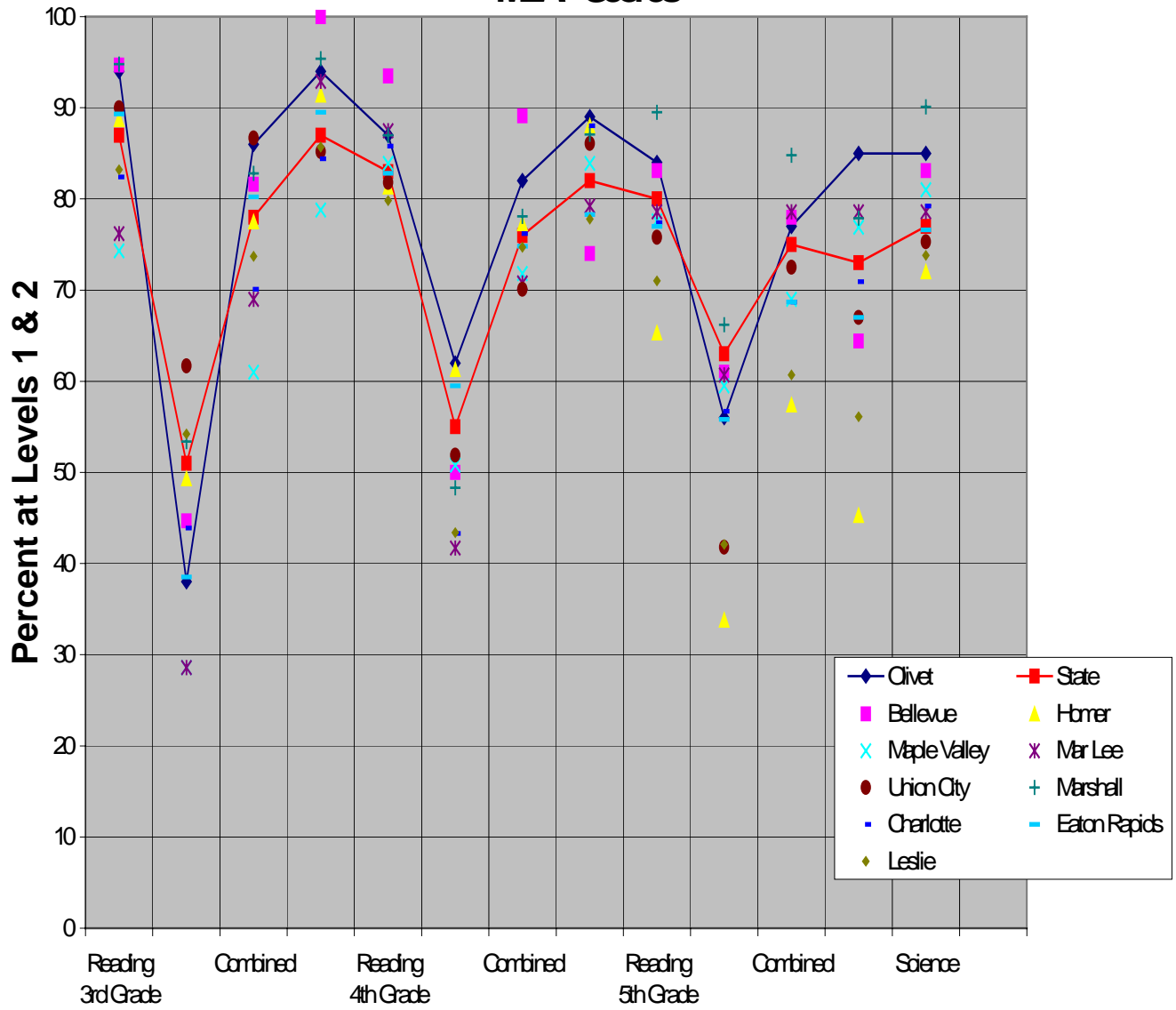


Percent at Levels 1 & 2

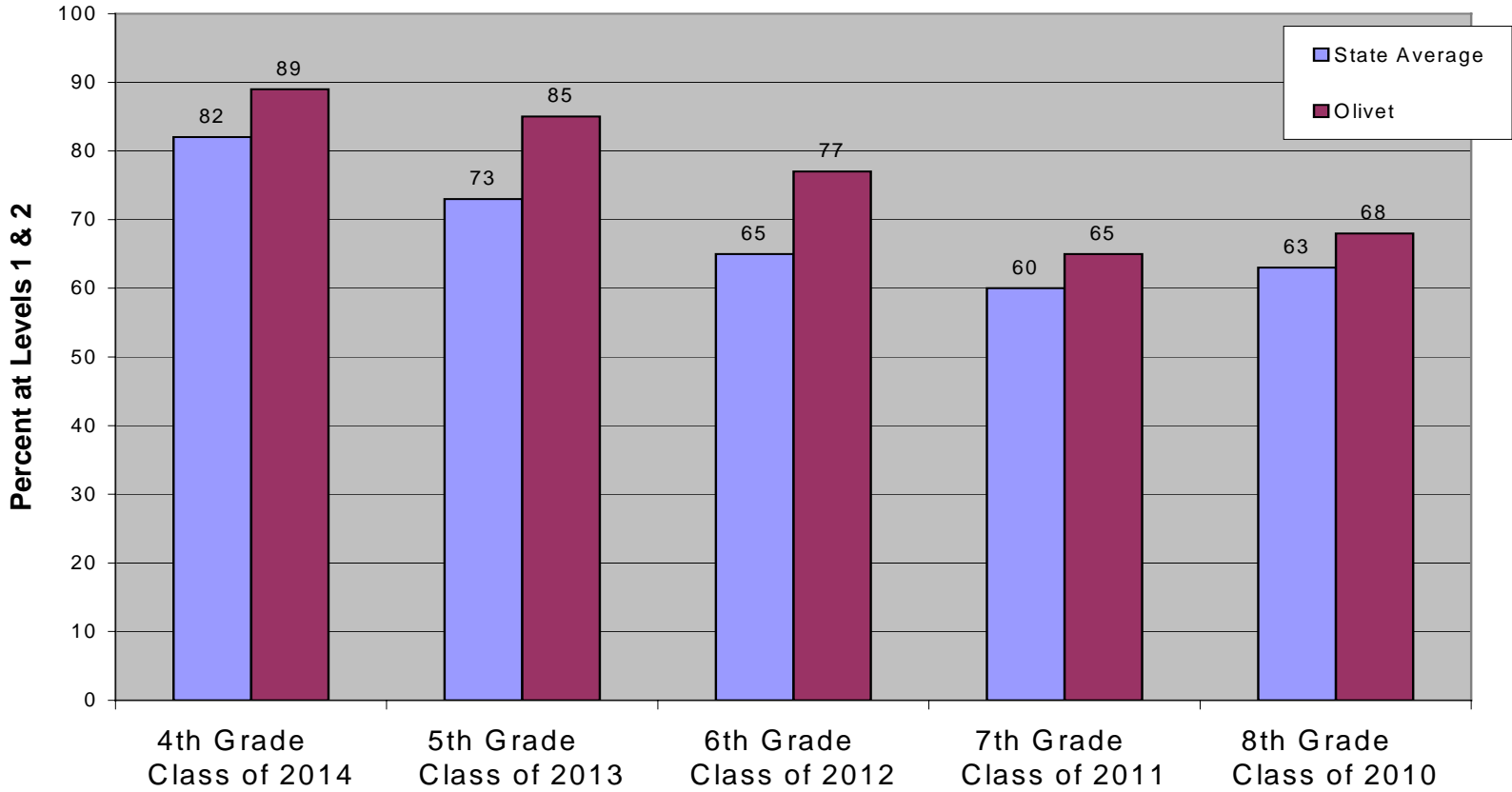
Fall 2005 MEAP Scores 3rd - 5th Grades Comared to State



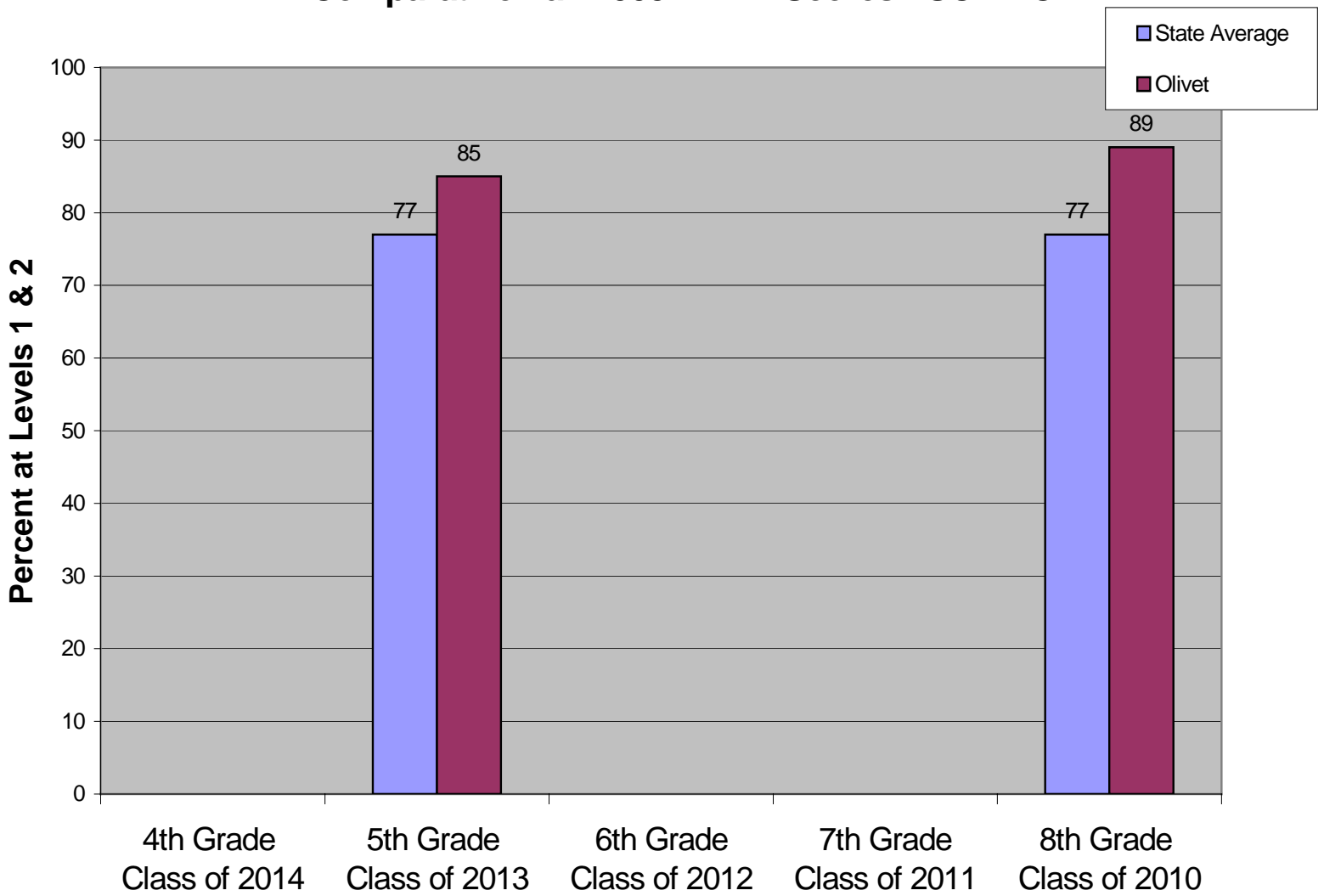
Comparative 2005-2006 MEAP Scores



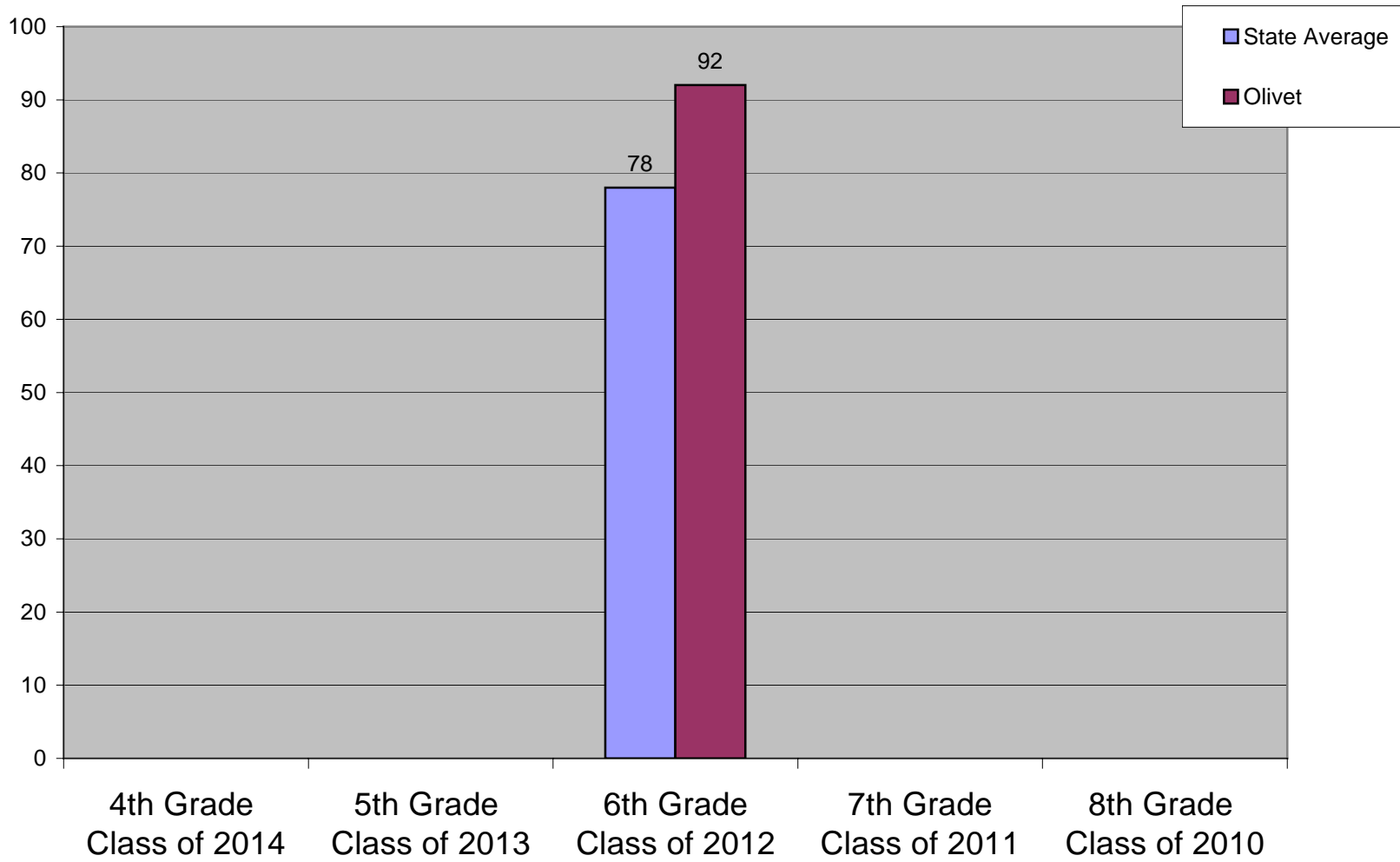
Olivet Middle School Comparative Fall 2005 MEAP Scores - MATH



Olivet Middle School Comparative Fall 2005 MEAP Scores - SCIENCE

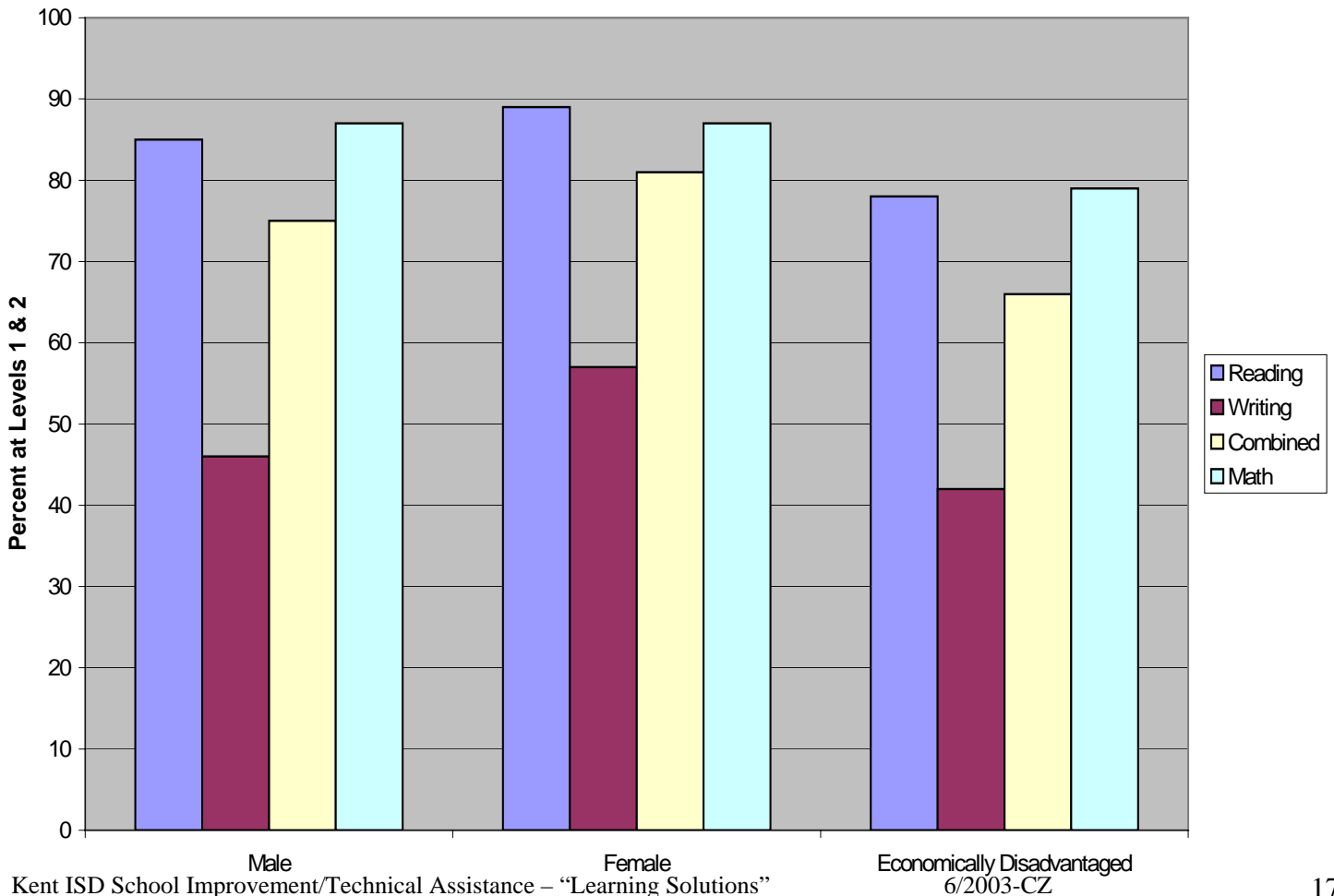


Olivet Middle School Comparative Fall 2005 MEAP Scores - SOCIAL STUDIES

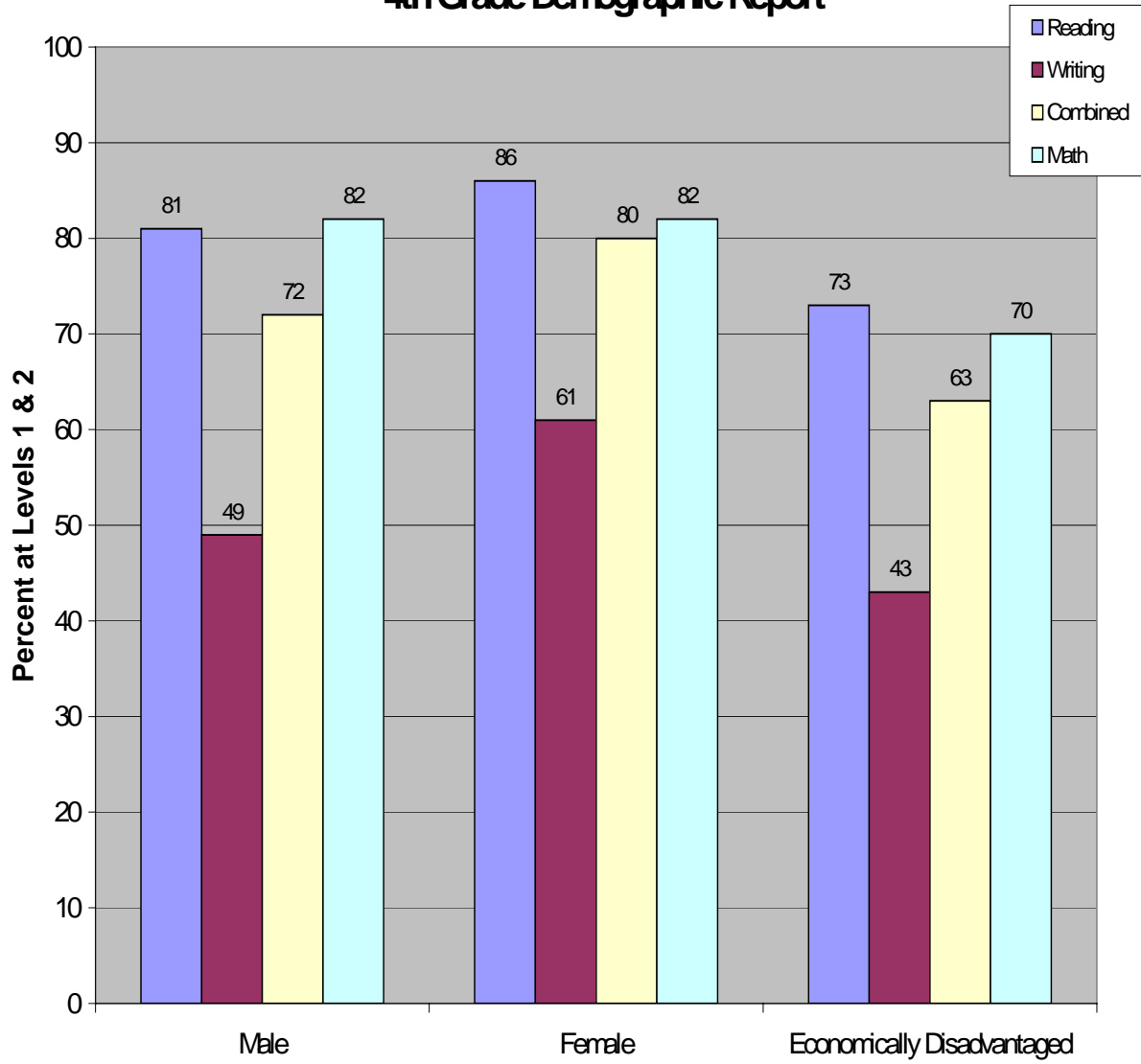


- A. Insert graphic displays of MEAP data in the four core academic curriculum areas, broken down into the achievement levels (Level 1, Level 2, Level 3, Level 4), that include:
2. Disaggregated student achievement data for subgroups (gender, economically disadvantaged, limited English proficiency, race/ethnicity, disability status, migrant) of thirty or greater broken down into achievement levels (Level 1, Level 2, Level 3, Level 4), that include:
- status of each subgroup (subgroup’s overall achievement score)
 - compared to other schools in the district
 - compared to the state
 - compared to last year (change/two year trend)
 - percentage of students in each subgroup not tested
- This disaggregated data must be provided for each school building and across the district by grade level tested.

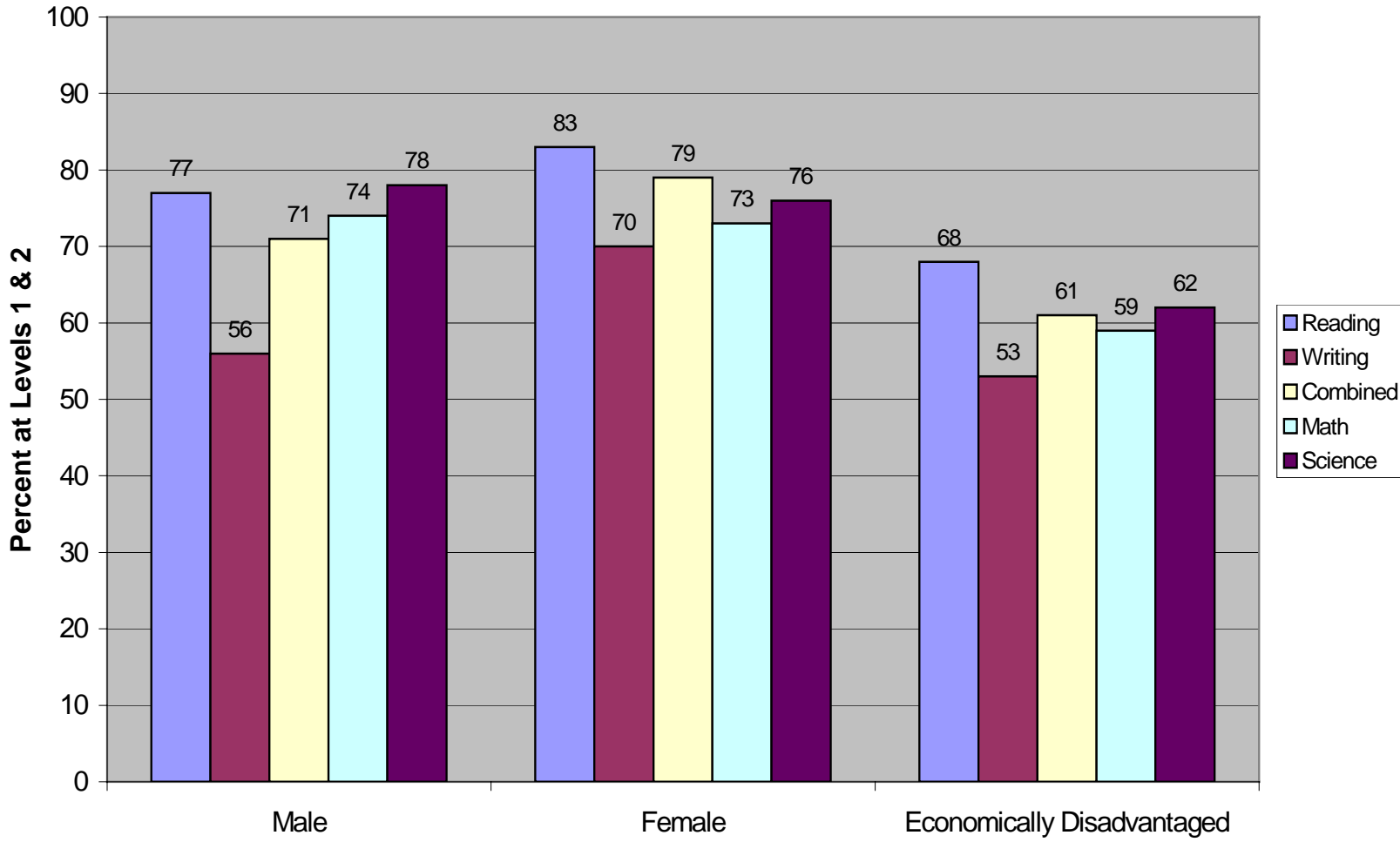
Olivet Community Schools 3rd Grade Demographic Report



Olivet Community Schools 4th Grade Demographic Report



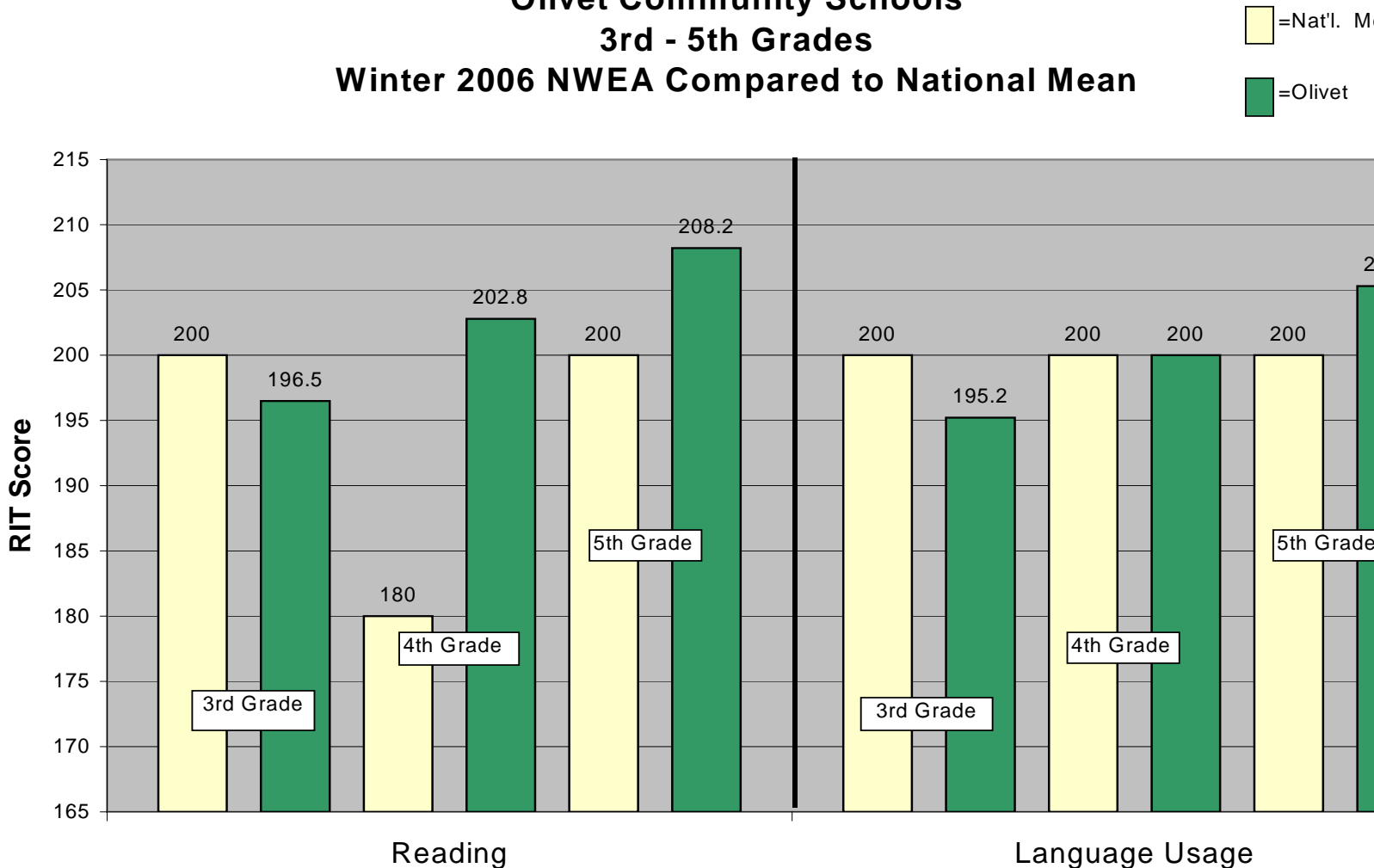
Olivet Community Schools 5th Grade Demographic Report



C. Insert graphic displays of locally administered student test data (i.e., common grade level assessments, district milestone assessments) for this year and the previous year. Include data from the assessments for students in grades 1-5 if not reported in D below.

Olivet Community Schools uses the MAPS or Measures of Academic Progress to measure our students in grades 3-10 to compare our progress to national standards of progress. This is a computer generated and scored assessment measuring achievement in math, reading comprehension and grammar.

**Olivet Community Schools
3rd - 5th Grades
Winter 2006 NWEA Compared to National Mean**



IV. Adequate Yearly Progress Data

A. Describe your building's Adequate Yearly Progress (AYP) status in each of the core academic areas and how this status has impacted your building's accreditation. Indicate Michigan's target achievement goal and your building's % proficient (Level 1 plus Level 2). You must compare the achievement of subgroups (race/ethnicity, disability, economically disadvantaged, limited English proficiency) of 30 or greater to the state's target achievement goals.

1. English/Language Arts (elementary, middle school, high school)

Under the Education Yes system Fern Persons Elementary is assigned an interim accreditation status. Our building met AYP in reading with 83% meeting or exceeding state standards which is well above the 48% cut off score. There are no sub groups of 30 or more to be reported. Fern Persons Elementary has not been identified for improvement in reading as the building has achieved AYP for five consecutive years.

2. Math (elementary, middle school, high school)

Under the Education Yes system, Fern Persons Elementary is assigned an interim accreditation status. Our building met AYP in math with 93 % meeting or exceeding state standards which is well above the state cut off score of 56%. There are no sub groups of 30 or more to be reported. Fern Persons Elementary has not been identified for improvement in mathematics as the building has achieved AYP for five consecutive years.

B. Insert graphic displays of your attendance rate (elementary and middle school) or graduation rate **(high school) data that include:**

1. Aggregated attendance or graduation data
 - a. building's overall rate
 - b. compared to other schools in the district
 - c. compared to the state
 - d. compared to last year

Fern Persons Elementary had a total of 414 students enrolled in the 2005-2006 school year. Average daily attendance was 96% in the 1st semester and 95% in the second semester.

In the school year 2004-2005, 379 students were enrolled. The daily average attendance was 96% for the first semester and 94% for the second semester.

<i>Daily Average Attendance at FPE</i>	<i>2001-2002</i>	<i>2002-2003</i>	<i>2003-2004</i>	<i>2004-2005</i>	<i>2005-2006</i>
1st Semester	98 %	96%	96%	96%	96%
2nd Semester	98%	95%	95%	94%	95%

Information regarding the state's attendance rate were not available.

V. **Parent Involvement**

A. Insert graphic displays of the number and percent of parents/guardians attending parent/teacher conferences for this year and the previous year.

Parent Teacher Conference Attendance Rate for 2005-2006 School Year

96% October March 65%

Parent Teacher Conference Attendance Rates for 2004-2005 School Year

99% October March 61%

Parent Teacher Conference Attendance Rates for 2003-2004 School Year

98% October March 73%

Parent Teacher Conferences Attendance Rates for 2002-2003 School Year

95% October March 57%

B. Insert the school’s parent involvement policy. If the school board has adopted a parent involvement policy, this should be shared with all schools in the district.

The board encourages parental involvement in the schools through programs and activities designed to increase parent-school communications and to involve parents in the development and implementation of educational policies and school programs.

The superintendent is responsible for facilitating parental involvement in the schools by affording special consideration to single and working parents. Schools should schedule meetings, programs, and events so that working parents can attend.

IX. Core Curriculum

A. Describe how the Michigan Curriculum Framework in English/Language Arts, Math, Science and Social Studies is implemented in the district for the current year and for the previous year, including

the following components. Description of A.1 and A.2 should be provided by the district for all buildings:

A.1 Describe the process for development.

Locally developed curriculum is linked directly with appropriate MCF benchmarks and the grade level content expectations. The curriculum coordinators schedule meetings with their subject area committees. Changes in benchmarks and/or GLCES are reviewed and matched with high achievement outcomes in the local curriculum. If a match is not found, high achievement outcomes are adjusted or a new outcome is developed. Every fourth year, each subject has a thorough curriculum review to ensure continuity and alignment from grade to grade and school to school.

A.2 Describe the process for curriculum alignment.

Curriculum alignment is a continuous process as described above. The next step towards alignment is classroom instruction. Each teacher has local curriculum for the appropriate subject areas, and is responsible for implementation. Teachers are currently developing classroom assessments which will document student learning.

A.3 Describe how pupils are ensured equitable access to appropriate instruction in the core academic curriculum, how ALL pupils have the same opportunities to learn the core curriculum.

All staff members teach the core curriculum. Time during staff meetings and professional development days is utilized for discussion of issues involving implementation. A course syllabus/summary was developed for each core course. It provides a description of what student should know and be able to do at the end of the course. This is a K-12 curriculum process. Plans are underway to begin curriculum mapping with writing being the pilot area.

B. Each building must describe the variances, if any, from the Michigan Curriculum Framework.

There are no variances from the Michigan Curriculum Framework.

X. Teacher Qualification

Under No Child Left Behind (NCLB), districts are required to publish the professional qualifications of its teachers. Names of individual teachers do not need to be shared in the Annual Education Report.

A. Enter the percentages of teachers in your building who hold the different types of teaching certificates and advanced degrees.

5 staff members hold Professional Certificates	18%
6 staff members hold a Provisional Certificate	21%
7 staff members hold a Continuing Certificate	25%
10 staff members hold a Master’s Degree in Education	36%

B. Enter the percentage of teachers teaching with emergency or provisional credentials.

No staff member is teaching with emergency credentials.

6 staff members hold provisional credentials 21%

C. Enter the percentage of classes NOT taught by highly qualified teachers. The district must disaggregate this data by high-poverty compared to low-poverty schools.

All staff members are fully certified and we are in the process of identifying those who need to become highly qualified. Teachers are reviewing their transcripts and certificates to determine their status.

D. Of the teachers who are not considered highly qualified under NCLB, indicate what percent plan to become highly qualified by 2005/06. *Optional*

All teachers on staff at Fern Persons Elementary are highly qualified under NCLB.

E. Each district must have a plan to ensure that all of its teachers are highly qualified by 2005/06. State how your building is making annual progress towards Michigan’s objective.

Staff have taken subject area tests while others are planning to complete the portfolio assessment. (These are staff employed in the district and not specifically at Fern Persons Elementary)

F. Every parent has the right to know the particular teacher qualifications of his/her child’s teacher(s). The district must notify parents of this right to know provision. It is recommended that there be a single point of contact in the district for the dissemination of this information.

This information is available in the superintendent’s office.