

**G. T. NORMAN
ELEMENTARY SCHOOL**

**ANNUAL
EDUCATION
REPORT
2009-2010**

David Vander Goot, Principal
Kris Griffin, Assistant Principal
Steven Westhoff, Superintendent
Reed City Area Public Schools
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Mission Statement

Our mission is to educate all students to do their personal best academically, socially, emotionally, and physically, in order to prepare them for the challenges of tomorrow's world.

Children are the  of Norman Elementary!

1. Accreditation Status

G. T. Norman Elementary School is following the Michigan State Board of Education Standards for Accreditation which was adopted to ensure that schools provide tools for every child. The Accreditation System is based on the following standards that focus on every school working with every student:

- All Michigan elementary and middle school children will read independently and use math to solve problems at grade level.
- All Michigan students will experience a year of academic growth for a year of instruction. Measuring a school's performance in connection with the above standards is based on student achievement and includes measures of school performance and student achievement at the school building level. Criteria for the performance indicators shall be specific to measure improvement of elementary schools, middle schools and high schools. The performance indicators include:
 - Indicators of Engagement that focus on engaging students in the learning process;
 - Indicators of Instructional Quality that focus on the processes the school uses to improve the quality of instruction provided to students; and
 - Indicators of Learning Opportunities that include direction, focus and opportunity for learning.

Michigan's school accreditation system reported to our school district and to Norman Elementary School. The score we received was an A.

2. Process by Which Pupils are Assigned

Pupils are assigned to the school on the basis of residency in the district. All children in grades Kindergarten through fifth grade attend G. T. Norman Elementary School. The Reed City Area Public School District is a participant in the Mecosta-Osceola Schools of Choice Program

and students are accepted if there is space available in the grade in which the applicant is applying. We also accept students from contiguous school districts if there is space.

3. Description of Each Specialized School

The Mecosta-Osceola Education Center/Satellite Classrooms are the specialized schools serving G. T. Norman Elementary School as well as other schools throughout the intermediate school district. The Education Center/Satellite Classrooms provide special education classrooms and ancillary services to handicapped students who reside in the Mecosta-Osceola Intermediate School District. The center assists students in the development of cognitive, affective, and psychomotor development.

Specifically, classroom programs are offered in the categories of trainable mentally impaired, severely mentally impaired, severely multiple impaired, emotionally impaired, and autistic impaired. Pupils are placed in classroom programs through the Individualized Educational Planning Team (IEPT) process. These programs are operated by the Mecosta-Osceola Intermediate School District and are located at several sites in the ISD. G. T. Norman Elementary School currently houses an Autistic Classroom; we have 7 students in that program and a Resource Room with 6 students in that room for the ISD. We have 3 other children in center-based programs.

In May 2010, student support for Norman Elementary students included the following itinerant staff services from the Mecosta-Osceola Intermediate School District:

MOISD Service Provider	Number of Students
Occupational Therapist	25
Physical Therapist	13
Social Worker	16
Speech Therapist	76
Teacher Consultant	01

4. Status of the School Improvement Plan

Grade level chairs at Norman Elementary School worked with their teams to develop and implement school improvement goals that were validated by data collection. For the next school year grade level teams will work on school improvement goals as well as vertical teams for each core subject. The teams will be studying data to determine our weak areas and our strong areas. The RAPS ONE Strategic Plan for our district has been completed, and RAPS TWO Strategic Planning was completed in the 2009-2010 School Year.

The school improvement plan includes research-based program planning and use of program funds. Research-based study is rigorous, systematic, objective, reliable, valid and relevant. In some situations, evidence-based educational material is appropriate. It combines professional knowledge, experience and consensus and empirical evidence. The school improvement plan encompasses the following, and describes services for identified students within program purposes: P.A. 25; Title I program services and staff development; Title II, Part A professional development and class size reduction; and Title II, Part D technology; Title III program services and staff development (e.g., school improvement plan (SIP) strategies showing supplementary program services, goals based on student data, copy of research used to determine program).

The school improvement plan specifies the program delivery for students identified for services for the current school year and includes Title I programs and services provides (e.g., SIP strategies, timelines, identification processes and services).

The status of the building level school improvement process will be reported monthly by the building principals to the District Leadership Team. Yearly, principals will report the status of our school improvement process online into the "Michigan School Improvement Framework" for state accreditation purposes.

School Improvement Team (known as Building Advisory Team)

Grade Level Representatives:	Becca Owen Kylene Nix Lia Van Scoyoc Marcy Hammond Evelyn Webster Doug Emington
Special Education Support Personnel Representative:	Kelly Stearns Delores VanPeeren
Parent/Community Representatives:	Linda DeMott Nicole Lodholtz
Board of Education Representative:	Scott Grindel
Administrative Representatives:	Dave Vander Goot and Kris Griffin

5. Core Academic Curriculum

The District Curriculum Coordinator and building administrators supervise K-12 curriculum in the district, with curriculum review and revision on a rotating cycle. Department heads review the grade level content expectations (GLCEs) and align the curriculum to state standards, which is taken to building administrators and superintendent, reviewed by the Board of Education Curriculum Committee, and then recommended to the full Board of Education for adoption. The process is designed to align K-12 curriculum with the State Core Curriculum and Assessment Frameworks, and to promote continuity between grade levels.

- A. GLCEs will be downloaded from the Michigan Department of Education web site.
- B. The curriculum team will provide each teacher with a copy of the GLCEs for his/her grade level.
- C. Curriculum team members will conduct grade level/department meetings to address the appropriateness of objectives and wording of objectives. A survey of staff involved in presenting existing curriculum will be made, and comments will be submitted to the curriculum team within ten days.
- D. The curriculum team will incorporate teacher comments to the extent that the comments fit the GLCEs and fit a K-12 sequence.
- E. Meetings will be held with entire curriculum team (K-3, 4-5, 6-8, 9-12) to: (a) review draft curriculum; (b) evaluate scope and sequence; and (c) provide further input.
- F. The curriculum team will incorporate teacher comments to the extent that the comments fit the GLCEs and fit a K-12 sequence.
- G. The complete K-12 curriculum will include a teacher-created sample assessment written for each grade level and/or class.
- H. The curriculum team will solicit text and material suppliers to demonstrate how their offerings fit with the draft curriculum.

- I. Building members of the curriculum team will share with and receive input from teachers. The curriculum team will choose the text and/or materials that are the best fit.
- J. A detailed lesson plan following the first general objective for each grade level for the curriculum will be developed.
- K. Text, materials and professional development activities will be selected, and a budget will be prepared in two parts: (a) necessities and (b) extras. A list of materials to support the curriculum will be shared with the library/media specialist at each level.
- L. Presentation of the curriculum and budget will be made at the March Board of Education Curriculum Committee meeting. Curriculum and budget will be acted upon no later than the May Board of Education meeting.
- M. Purchase of text, materials and professional development activities for use in the coming school year will occur in mid-May.
- N. Curriculum revisions involving amendments and/or modifications to objectives must have building and Board of Education approval.
- O. A staff survey evaluating the new curriculum will occur the second semester of implementation.

The students at Reed City Area Public Schools are ensured equitable access to appropriate instruction in the core academic curriculum as it is an expectation that ALL students will engage in the district adopted K-12 aligned curriculum in all core areas.

At G. T. Norman Elementary School, we have no variances from the Michigan Curriculum Framework.

6. Aggregated Student Achievement Data

Michigan Education Assessment Program (MEAP)

Reading English Language Arts: Comparison of Grades 3, 4, 5, 6 with State Averages (#1)

Math: Comparison of Grades 3, 4, 5, 6 with State Averages (#2)

Science: Comparison of Grades 5 with State Averages (#3)

Social Studies: Comparison of Grades 5, 6 with State Averages (#4)

Fall 2009 Test Data

The comparison shows percentage of students achieving 1's and 2's.
(1= Advanced; 2= Proficient). Writing was removed in 2009.

3rd Grade	State	ISD	RCAPS
Reading			
2009	90%	91%	90%
2008	86%	86%	85%
2007	86%	88%	83%
Writing			
2009	--	--	--
2008	57%	57%	50%
2007	60%	50%	48%
Math			
2009	95%	95%	94%
2008	91%	93%	90%
2007	90%	91%	82%

4th Grade	State	ISD	RCAPS
Reading			
2009	84%	88%	82%
2008	83%	83%	78%
2007	84%	89%	91%
Writing			
2009	--	--	--
2008	44%	37%	35%
2007	44%	38%	36%
Math			
2009	92%	95%	93%
2008	82%	84%	82%
2007	82%	84%	93%

5th Grade	State	ISD	RCAPS
Reading			
2009	85%	81%	80%
2008	82%	84%	84%
2007	82%	84%	84%
Writing			
2009	--	--	--
2008	63%	61%	57%
2007	59%	53%	45%
Math			
2009	79%	71%	57%
2008	77%	76%	78%
2007	74%	74%	73%
Science			
2009	81%	81%	80%
2008	83%	88%	91%
2007	82%	85%	90%

6th Grade	State	ISD	RCAPS
Reading			
2009	88%	91%	92%
2008	81%	79%	80%
2007	82%	82%	92%
Writing			
2009	--	--	--
2008	76%	74%	71%
2007	73%	70%	79%
Math			
2009	82%	81%	83%
2008	80%	78%	75%
2007	73%	73%	64%
Social Studies			
2009	73%	69%	74%
2008	73%	73%	64%
2007	73%	72%	75%

MEAP Test information-

G. T. Norman Elementary Tested 302 total students

3rd grade: 105

4th grade: 108

5th grade: 115

Reed City Middle School tested 114 in 6th grade

The Writing Test was given to grades 4 and 7 with the results not recorded. The combined English/Language Arts result were not tabulated since there was no writing test to use to compile the data.

7. Student Achievement Data Disaggregated by Race

Due to the fact that minorities so thinly populate our student's body, there are too few students in this category for a rating to be applicable.

8. Gender Equity Identified through Disaggregation

Gender differences in performance suggest the possibility of a trend that we need to monitor. Over several years, it appears that our girls out perform our boys in many core areas. We need to address this problem in a manner that will assure that gender bias is not built into any of our programming. The staff at GT Norman will be undertaking a study of how to improve the educational process towards boys overall performance.

9. Information Relative to the District's Achievement of the No Child Left Behind

- A. Ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement.
- B. Meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory

children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance.

- C. Closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;
- D. Holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;
- E. Distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;
- F. Improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
- G. Providing greater decision making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;
- H. Providing children an enriched and accelerated educational program, including the use of school wide programs or additional services that increase the amount and quality of instructional time;
- I. Promoting school wide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;
- J. Significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;
- K. Coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and
- L. Affording parents substantial and meaningful opportunities to participate in the education of their children.

All staff at G. T. Norman Elementary School is highly qualified, certified, and teaching in the areas he/she are certified.

10. Adequate Yearly Progress

AYP Status (Adequate Yearly Progress) Met AYP

Accreditation Grade A

This data indicates that we have met Adequate Yearly Progress.

11. Pupil Retention Report

Since this report is only required for high schools, pupil retention will not be reported at this time.

12. Parent/Teacher Conference Participation

G. T. Norman Elementary School takes pride again this school year in the continuing high number and percentage of parents who participated in parent-teacher conferences.

Not only do parents participate in parent/teacher conferences; we have excellent attendance at our

August Open House – Meet the Teacher Night. We were up in attendance for our Meet the Teacher night with 87% of our enrollment attending. Last year we had 85%. We are pleased with the attendance at this important Open House.

The number of conferences held during the fall conference dates in November 2009 was 605 conferences out of 673 scheduled. The percentage of participation was 90%. This percentage is up from last year which was 87. All parents are scheduled, but some parents just choose not to attend for one reason or another.

Spring Conferences were not scheduled for the entire population, only those students were there were concerns in their progress. The attendance in March 2010 was 82%. There was 523 conferences were scheduled by teachers, and 430 conferences were held which is a percentage of 82%, the reason we do not have 100% is the parents choose not to attend for one reason or another even though they had a scheduled conference. We are pleased with the parental involvement in attending conferences. It speaks well of our parents' involvement in their child's education. Norman Elementary takes pride once again in the continuing high number and percentage of parents who participated in parent-teacher conference.

13. Parent Participation

The teachers and staff of G. T. Norman Elementary School are committed to involving parents in the education of children and in the entire school process. The staff recognizes the positive effect parent involvement has on the success of all children. Parents/volunteers participated during the 2009 – 2010 school year, as indicated by the following:

Book Fair	CARE Packages for Soldiers
Classroom Volunteers	Computer Lab
End of year Field Day Events	Fall Open House
Family Nights held monthly	Fund raisers
First, Third & Fourth Grade Grandparents Day	Kindergarten Christmas Program
Field Trips	Parent-Teacher Conferences
Fun Friday Activities	Provide refreshments for special events
Kindergarten Craft Day	Reading Partners
Library Assistance	Science Fair at Norman
National Young Readers Day	Stepping on Graduation
Reed City Elementary Parent Teacher Organization (PTO)	Popcorn Days
Santa's Holiday Shop	Reading Month Volunteers
School Dentist	Special Performances by classrooms by making costumes, props, <i>etc</i>
Veterans Day Assembly	

14. Comparison to the Previous Year's Annual Education Report

This year's Annual Education Report indicates that our test's scores have improved at some grade levels over last year's scores. We are lower in a few grade levels than the state average and a few scores were lower or the same as the previous year. The School District and District Leadership Team are continuing to take steps to assure that there is improvement in the district's curriculum.

The Accelerated Reader Program continues to be implemented for grades K through 5 which is an excellent program. We continue to have the Accelerated Math Program that is used now in first, second, third, fourth and fifth grades. We completed a sixth year in our Language Arts Series which provided students with an updated series that aligns with the local, state and national standards. We completed our fifth year with the Math Curriculum from Scott Foresman/Addison Wesley which was implemented in the fall of 2004. The Science Curriculum that was adopted in 2006 has been implemented for the last two school years. The Social Studies Curriculum study was completed in 2007-2008 and the new curriculum was implemented in 2008-2009 school year. Handwriting Without Tears was just adopted and we began that program in the Kinderpups and Preschool classrooms during the 2009-2010 school year. Our kindergarten classes will continue with the Handwriting Without Tears for the 2010-2011 school year.

We continue to have a programs to help children who need remediation. In addition to our LIFT (Learning Is Fun Together) program which is a mentoring program. We also have students receiving Title One Services by Title One Teachers and Title One Teacher Assistants for RtI (Response to Intervention) which is a pull out program.

We will continue to make improvement with updating the current curriculum, which will have an impact on our test scores. MEAP Coach materials will continue to be provided for teachers to use, which will help our children achieve better test results. Also, as we will continue the School Improvement process in order to remain State Accredited.