



# Evergreen Elementary

## Annual Report 2010-11

August 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-11 educational progress for Allendale's Evergreen Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains the following information:

- Student assessment data from the Michigan Educational Assessment Program (MEAP) for our 3<sup>rd</sup> Graders in English Language Arts and Mathematics compared to targets for all students as well as subgroups of students.
- Provides achievement data for English Language Arts and Mathematics for students with significant disabilities (MI-Access) compared to targets for all students with disabilities as well as subgroups of students.
- Helps readers understand achievement progress within schools and compares this to district and state achievement.

If you have questions about the AER, please contact Mrs. Jill Wilson, Evergreen principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [www.allendale.k12.mi.us](http://www.allendale.k12.mi.us) or you may review a copy from the principal's office at Evergreen Elementary.

For 2010-11, Evergreen Elementary made Adequate Yearly Progress (AYP) in English Language Arts and Mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

### **Attendance/Retention Rates**

	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Attendance Rates</b>	96.6%	96.1%	96 %
<b>Retention Rate</b>	100%	100%	100%

State law requires that we also report additional information. This information is included in this "Evergreen Elementary School Overview".

## **Evergreen Elementary School Overview**

This year Evergreen Elementary School continued to work diligently as we fulfilled our district's mission "to provide the best educational environment possible, challenging all students to reach their highest potential." In this school overview I highlight a few of the programs and events that led to a very successful school year.

**Reading Recovery** – This is the 17<sup>th</sup> year for Reading Recovery in our school. 1<sup>st</sup> graders are selected for this intensive reading intervention based on assessment information and teacher recommendation. Reading specialists meet regularly with 1<sup>st</sup> grade teachers to assess student progress. When students successfully reach their targeted reading level, they graduate from the program. This year 7 out of the 8 students receiving this service graduated from the program. We continue to see positive long term results from students who participated in this intervention.

**C.A.P.** - CAP is an acronym for Children and Parents. This program provides all participating families with a one-hour training highlighting positive strategies to use when reading at home with children. Soon after the training session students in the 1<sup>st</sup> and 2<sup>nd</sup> grade levels are provided with the opportunity to visit the CAP Room to choose leveled books for their reading after school. 100% of our 1<sup>st</sup> graders participated in the program that allowed them to bring home 2 books at their independent reading level, every day of the week from October to May. 100% of our 2<sup>nd</sup> grade students participated this year and were able to select new books twice each week from September through March.

**Reading Buddies** – Reading Buddies provided daily reading practice for at-risk readers in 1<sup>st</sup> grade. This year third grade students assisted Evergreen first graders who were below grade level in Reading. They used CAP books for leveled book practice during their 15-20 minute sessions. This daily practice boosted student confidence and fluency as well as helping these 1st graders gain more self-confidence.

**Technology** – Technology was an important part of student learning at all grade levels. The computer lab was used weekly by all classrooms. Students used a variety of software programs to research and investigate topics for class projects. Our media specialists, Mrs. Mosier and Mrs. Buck, provided excellent instruction. They also supported teachers as they worked on various activities in the lab. Students used digital cameras, created power point presentations, took accelerated reader tests, and worked with interactive software.

The videoconferencing equipment was used productively this year. Several classes participated in videoconferencing events with schools from across the country. Classes also read books by well known authors and then met with them via video to ask questions and gather additional information.

1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade teachers and students made good use of the updated Accelerated Reader program. Incentives for success were provided throughout the school year.

**Art Education** – Our Art instructors continue to provide students with an excellent background in various styles and media used by artists. Topics are often integrated with what students are studying in their own classrooms. Student artwork is showcased throughout the year in our hallways and office. The culmination of our students' work is celebrated at our annual Fine Arts Fair which was held on March 28 this year.

**Music Education** – Students receive top quality music instruction with an emphasis on vocal music, rhythmic movement, and instruments. This year our 1<sup>st</sup> and 3<sup>rd</sup> graders performed very well in their

music programs held in the Ceglarek Fine Arts Center. Our Kindergarten and 2<sup>nd</sup> grade students held “Informances” here at school. The purpose of these events was to open to parents the opportunity to see what kinds of education occurs in typical music classes. Many parents commented how they enjoyed coming to school to get a “close-up” view of what their children are learning.

**Physical Education** – Physical Education was an important part of our elementary curriculum this year. Students learned a variety of skills and procedures for playing sports as well as building teamwork skills. Our Physical Education teachers assisted students in developing lifelong skills in athletics while promoting healthy lifestyles and emphasizing sportsmanship, respect and responsibility.

For the 5<sup>th</sup> year Evergreen and Springview 1<sup>st</sup> – 3<sup>rd</sup> grade students participated together in Field Day held at Allendale High School. Our PE teachers worked in cooperation with a GVSU physical education class for future teachers. The GVSU and Allendale High School students were the instructors and facilitators for each of the Field Day events. The focus of these events was on team games, individual activities, and good sportsmanship. Students were encouraged to remember that it is great to win, but it is more important to play fairly and have fun! The event was a great success!

**The ASCENT Program** – The ASCENT Program is Allendale Public Schools program for gifted and talented students in our elementary schools. Two parts of this program include the Explorer classes and Accelerated Math instruction. Students in the weekly Explorers classes use math, science, and puzzles to develop critical thinking and problem solving skills. Students in Accelerated Math receive daily math instruction at the next higher grade level. This year 8 Evergreen/Springview 3<sup>rd</sup> graders participated in Explorers while 13 3<sup>rd</sup> graders were involved in Accelerated Math.

**Field Trips** – Field trips provide excellent opportunities for students to have “hands-on” experiences that connect nicely to themes and lessons taught in their classrooms. All grade levels enjoyed these experiences traveling to a variety of places like Frederick Meijer Gardens, Grand Rapids Children’s Museum, Kent Recycling Center, John Ball Zoo, Outdoor Discovery Center, and the Critter Barn. Our children are fortunate to be able to have these opportunities each year!

**Character Education** - Evergreen Elementary School is committed to helping students become “Respectful, Responsible and Ready to Learn. To help meet this goal, we joined the state MiBLSi (Michigan Behavior and Learning Support Initiative) project which links positive behaviors to student growth in reading. This positive approach allowed us to be proactive in assisting students to become better problem solvers and productive citizens. Throughout the year our students demonstrated respect and responsibility in classrooms, hallways, on the playground, in the cafeteria, and on school buses. Springview Elementary and Oakwood Intermediate schools are also participating in this initiative. One of our goals is to have the common theme of “Respect, Responsibility, and Ready to Learn” for all of our DK – 5 students. Throughout the year, we implemented individual and team strategies to assist our students in all aspects of school life. Staff participated in specialized training throughout the school year. We plan to continue this successful program in 2011-12.

**Staff Professional Development** – Our teachers are committed to improving their skills and knowledge at educators. Professional development was focused on technology integration, language arts curriculum and the “workshop” approach to teaching language arts, assessment, and Response to Intervention. We continue to strive to implement “best practice” educational strategies to help each child achieve his/her full potential.

**Literacy** - Our Literacy Night, held every two years, was a resounding success! Hundreds of elementary students, parents, grandparents, and friends participated in this year's event held at the Ceglarek Fine Arts Center. Highlights of the evening included wonderful presentations by three local children's authors. Thank you, Mrs. Mosier, for organizing this outstanding event.

**Science** - On Saturday, November 6, seventy-five 2<sup>nd</sup> and 3<sup>rd</sup> graders participated in the Elementary Science Olympiad held this year at Allendale Middle School. Students partnered as they worked to solve various problems connected to science. It was great to see many of our high school Science Olympiad team members leading these activities.

### **School Improvement Plan**

#### **Goal #1**

1. Goal Statement: All students will improve their ability to read
2. Strategies Statement: We will use positive behavior supports to improve reading proficiency. Staff will implement Response to Intervention (RtI) in Reading instruction to increase student reading proficiency.
3. Growth/Progress Data: Rigby/Johns Inventory data shows individual student reading progress. Seven of eight Reading Recovery students (1<sup>st</sup> grade) achieved grade level and were discontinued. Struggling readers were identified using Benchmark testing and placed in small intervention groups led by teachers using research based strategies. MEAP proficiency for 3<sup>rd</sup> grade decreased from the previous year.
4. Next Steps: Continue positive behavior supports to improve reading proficiency. Continue intervention groups using research based strategies. Implement Reading Workshop approach in all classrooms.

#### **Goal #2**

1. Goal Statement: All students will improve their ability to write effectively.
2. Strategies Statement: Staff will implement Lucy Calkins Units of Study in writing instruction to increase student writing proficiency.
3. Growth/Progress Data: All current classroom teachers have had at least one year of Lucy Calkins training provided by OAISD consultants. Over 90% of EG students at all grade levels improved their rubric scores over the course of the 2010-11 school year.
4. Next Steps: Provide training for any new staff and provide additional support with advanced training at the district level. Continue to identify at risk writer and provide intervention support.

#### **Goal #3**

1. Goal Statement: All students will score at the proficient level on district-wide and standardized math assessments.
2. Strategies Statement: Building K-3 staff will implement RtI systems, strategies and research based interventions in math instruction to increase student math proficiency in grades K-3.
3. Growth/Progress Data: 100% of current 3<sup>rd</sup> grade students achieved proficiency on the Fall 2010 MEAP Math Assessment. All grade levels (1-3) taking the Delta Math Screener demonstrated an increase in proficiency from Fall 2010 to Spring 2011. All 3<sup>rd</sup> grade sub-groups scored below the national median and mode on the Spring 2011 Measures of Academic Progress (MAP) assessment.
4. Next Steps: Continue Delta Math Screeners and intervention strategies at all grade levels. Progress monitor at risk math students. Increase student proficiency by 5% on district unit/quarterly assessments by 2012-13. Improve 3<sup>rd</sup> grade student performance on the MAP Assessment.

#### **Goal #4**

1. Goal Statement: All students will demonstrate successful understanding of scientific knowledge as measured on unit assessments, journal entries, teacher observation and science activities.
2. Strategies Statement: Informational writing will be used to demonstrate student understanding of science.
3. Growth/Progress Data: Teacher observation notes increased detail used in student writing in science journals. More relevant details and information still needs to be written by students.
4. Next Steps: Grade level teachers will review expectations of science journals periodically at grade level meetings. Continue informational writing prompt in grade 3. Document student science assessment results to have baseline data.

**Goal #5**

1. Goal Statement: All students will improve their ability to read for information in Social Studies and apply their knowledge in a written response.
2. Strategies Statement: Intervention strategies in Reading and Writing for all students will improve student outcomes in Social Studies.
3. Growth/Progress Data: Persuasive writing prompt was implemented in 3<sup>rd</sup> grade and scored using a common rubric.
4. Next Steps: Continue to monitor student results on the persuasive writing prompt noting progress in grades 3 – 5.

The Elementary and Secondary Education Act requires that all districts and schools in Michigan report out on several educational components. A description of these components and a link to the MDE provided reports follows:

**Locally Administered Test Data**

**Rigby Reading:** The Rigby Reading Inventory is given to students in grades 1 – 3 in October, January (if below grade level), and May. The chart below compares students reading at or above grade level in May 2008, May 2009, and May 2010.

<i>RIGBY READING</i>	% Students at or above grade level	% Students at or above grade level	% Students at or above grade level
Grade Level	May 2009	May 2010	May 2011
Grade 1	91	95	95
Grade 2	91	89	92
Grade 3	85	89	91
Grade 4	81	4 <sup>th</sup> grade at Oakwood	4 <sup>th</sup> grade at Oakwood

**Math Grade Level Common Assessments:** Common assessments are given at the completion of identified grade level units of study. Students are expected to achieve at least an 80% or higher on each of these assessments. If a student fails to reach that achievement level on the first testing, re-teaching is done using different intervention strategies and the student is given the same test. Up to three tests on each unit of study may be given. The chart below breaks this down by grade level.

**Percent of Students scoring an average of 80% or higher on all unit or quarterly tests**

	2008-09	2009-10	2010-11
Grade 1	83%	94%	88%
Grade 2	88%	87%	86%
Grade 3	83%	77%	74%

## **Parent Involvement**

### ***Fall Parent Teacher Conferences***

<b>Year</b>	<b>Number of Conferences</b>	<b>Attendance Percentage</b>
<b>2008-09</b>	440	98%
<b>2009-10</b>	358	95%
<b>2010-11</b>	370	96%

### **Allendale Parent Participation Policy**

The Allendale Parent Participation Policy is being implemented in the following ways:

1. Parents are members of the School Improvement Teams for the district and buildings. They participate in the planning and implementation of school improvement efforts.
2. Parents serve as volunteers in a variety of capacities - as general classroom assistants - as trained tutors for special needs children- as trained listeners in our CAP Program
3. Two parent/teacher conferences are conducted each year as part of the district's pupil progress reporting system. In addition, phone calls, notes, emails, letters, and newsletters are exchanged to provide parents with specific and general information about their child's school progress.
4. The annual open houses are also part of our process for providing for the open exchange between parents and school.
5. On-site in-service of parent volunteers allows them greater access to experiences that will help them as they help their child.
6. Parents are involved in all decisions regarding special services for their children including: special education, reading services, gifted and talented services, Section 504 accommodations, Title I services, and bilingual services.
7. Parent education workshops are offered on a variety of topics throughout the year to assist parents in educating their children.
8. Parents are provided with information regarding their student's academic progress. They also receive district and building information related to school improvement goals and strategies.

### **Safe Schools**

In September 2009, Evergreen Elementary implemented the "Lobby Guard" security system in our office. All volunteers and visitors "checked in" at the Lobby Guard kiosk before leaving the office. This electronic security certainly enhanced the safety/security procedures in our school and was well received by parents and other visitors. This "Lobby Guard" security system continued to be very effective and well received by visitors in 2010-11.

Additionally, all outside doors continue to be locked before, during and after school hours with the exception of the doors at the office entrance. Doors facing the playgrounds are only unlocked during lunch recess times to allow for student movement in and out of the building at their designated times. Our crisis team continued to review procedures and modify plans of action in case of emergencies. Staff and students practice state-mandated safety drills. Parents also "check in" with a staff monitor if they are picking up their children after school.

### **Core Curriculum**

Evergreen Elementary School has aligned its curriculum with state benchmarks and standards. This curriculum can be viewed on our district website at [www.allendale.k12.mi.us](http://www.allendale.k12.mi.us). Complete grade level curriculum is available upon request at building offices. Curriculum maps are used at each grade level to ensure that staff members are consistent with curriculum delivery and expectations.

**English Language Arts:**

- ELA Curriculum Maps aligned with state benchmarks
- Scholastic Reading Anthology (Basal Reading)
- Guided Reading Groups (at all levels)
- Targeted Reading Interventions (e.g. Reading Recovery, Leveled Literacy Instruction, Read Naturally, Reading A-Z)
- Reading Workshop approach
- Lucy Calkins Writing Workshop
- Common Grade Level Writing Prompts & Rubrics

**Mathematics:**

- Math Curriculum Maps aligned with state benchmarks
- Scott Foresman Addison Wesley Math Series
- Delta Education (OAISD) Math Screeners & Progress Monitoring Tools
- Intervention Strategies (Delta Education Notebooks & Games; Textbook Series Intervention Kits)
- Daily Math Problem Solving Materials

**Science:**

- Battle Creek Science Kits at all grade levels
- Science Curriculum Maps aligned with state benchmarks

**Social Studies:**

- Social Studies Curriculum Maps aligned with state benchmarks
- Instruction focused on the themes of history, geography, civics, economics, inquiry and decision making

**Teacher Qualifications**

We are pleased to state that all teachers in Evergreen Elementary School are highly qualified and highly certified to teach in their current positions according to state and federal standards. Every parent has the right to know the qualifications of his/her child's teacher. Please contact the Superintendent of Allendale Public Schools for this information.

At Evergreen Elementary our staff members value the importance of each student. We continue to work diligently to fulfill the district's mission as we partner with our community "to provide the best educational environment possible, challenging all students to reach their highest potential."

Respectfully,  
Steve VanderPloeg  
Evergreen Elementary Principal