



Springview Elementary

Annual Report 2010-11

August 16, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education report (AER) which provides key information on the 2010-2011 educational progress for Springview Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have questions about the AER, please contact Jill Wilson, Springview Elementary Principal, for assistance.

The AER is available to you electronically by visiting the following web site, www.allendale.k12.mi.us or you may review a copy available from the Springview Elementary School office.

For both the 2009-2010 and 2010-2011 school year, Springview Elementary made Adequate Yearly Progress (AYP) in both English Language Arts and Mathematics. While we are very pleased to have reached this important goal, we are continuously working to improve our overall academic achievement. We appreciate the continued support of parents, staff and our community in this effort.

Springview Elementary is one of two elementary schools in the Allendale Public School district servicing developmental kindergarten through third grade students. Our enrollment at the close of the 2010-2011 school year was 408 students. Students entering our district are placed by Central Registry in either Evergreen or Springview Elementary based on class size counts.

Springview Elementary follows the standards and benchmarks outlined by the Michigan Dept. of Education in all core curriculum areas including English Language Arts, Mathematics, Science and Social Studies as well as Physical education, Art Education and Music Education. Our core curriculum is available on our website as well as through our district office.

Our school is success, in part, due to the amount of parent support we receive. Our Parent teacher conferences had a 99% attendance rate for both 2009-2010 and 2010-2011. Another component of our success relates to our consistent process of setting goals for school improvement based on student achievement and updating the most effective teaching methods and strategies for staff during professional development time throughout the school year. The 2010-2011 school year was the first year in our current plan; adjustments to the plan will be posted on the website by Sept. 1. Please read

about our progress and plans for the upcoming year in the attached building report which also includes some building-based data that helps to shape our plan for continuous improvement.

We are very pleased of both our school and district academic performance and credit our staff, students, parents and community for our success!

Sincerely,

Jill Wilson, Springview Elementary Principal

Springview Elementary School Overview

Springview Elementary School received an Education Yes! Composite grade of “A” for both 2009-2010 and 2010-2011, therefore meeting AYP (Adequate Yearly Progress) status. There was one retention for the 2010-2011 school year and the overall attendance rate was 96%. Grade level teams and ancillary staff worked together to analyze common benchmark data several times throughout the year in an effort to plan interventions that best focused on building student success. Students were grouped based on instructional needs and the entire grade level team played an integral role in differentiation.

Curriculum highlights

- All grade level teachers completed training for school wide implementation of the *Lucy Calkin’s Units of Study in Primary Writing*. A common rubric was used for assessment and on-demand writings were scored three times during the year.
- Staff members were trained in administering the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment and progress monitored their students throughout the course of the year. Additional training for a variety of intervention resources and instructional strategies was also held.
- A Michigan’s Integrated Behavior and Learning Support Initiative (MiBLSi) Leadership Team attended trainings throughout the year focused on analyzing current instructional practices for their effectiveness and additional training for sharing updated methodology with the rest of the building team. Project goals include linking positive behavior choices to student growth in the area of reading.
- Grade level representatives started the revision of the English Language Arts (ELA) curriculum as they relate to the Common Core Standards in ELA.
- Daily 30 minute Intervention blocks were held for English Language Arts in order to differentiate in a student-centered approach.

Special program support

- *Reading Recovery*, in its’ 17th year as an intervention, served 8 of our most at-risk first graders in a one to one capacity; 7 of the 8 students serviced met the exit expectations for the program and returned to the classroom achieving at or above benchmark for their grade level.
- *CAP (Children and Parents) Reading Support Program* provided a parent participation event for building literacy with children. Following the training, first and second graders chose leveled books that matched their easy reading level. This program enabled students to practice reading strategies taught in the classroom on a daily basis at home. 99% of our first graders and 98% of our second graders participated in the program. Those who did not participate with a parent became part of our *Reading Buddies* program.
- *Reading Buddies* partnered 12-15 of our third grade students with at-risk first and second graders for a daily 15-20 minute reading time. The program emphasized both the importance

and enjoyment of reading. The program boosted self-confidence and fluency for our first graders and a sense of leadership and service for our third graders.

- *ASCENT Program* provided support for several of our gifted and talented students. Our elementary options included an *Explorer* class which integrated critical thinking and problem solving in the area of math and science. 8 students in Evergreen and Springview qualified for *Explorers* and 13 students participated in *Accelerated Math* at an advanced grade level.
- *GVSU partnerships* included ENGLISH 308 students tutoring 1st – 3rd graders in Reading and Elementary Education students reviewing math concepts through student-centered activities for our 2nd graders. Throughout the year 49 tutors volunteered over 980 hours in reading instruction and over 60 students volunteered 10 hours in the area of math.
- *Jump Start* was held for 15 – 20 students in our Exer-Learning Lab, 2 days per week. Participating students began their day with exercise and activity designed to improve focus for academic learning in the classroom setting. The Exer-learning lab was also utilized throughout the school day with individual, small group and for general classroom use.
- *Kid's Hope* partnership between 2nd Christian Reformed Church and Springview Elementary partnered eight at-risk students with adult mentors. Students met weekly with their mentor to review key areas of instruction and develop a nurturing relationship.
- *Student Support Groups* were led by our school social worker. Topics included: managing grief, getting along with others, bullying, handling divorce and friendship-building.
- *Technology support* is integrated in throughout the school day under the direction of the classroom teacher. Additional support is provided through the instruction of media specialists, Mrs. Mosier and Mrs. Buck. Students were also afforded many videoconference opportunities as well as instruction for creating research documents at every grade level.
- *PBIS (Positive Behavior Intervention and Support)* was introduced at the DK-5th grade level. The 3 R's included being **Respectful**, **Responsible** and **Ready to Learn**. A Behavioral Expectation Matrix was formulated for every area of the school and will be taught through modeled lessons and reviewed in the 2011-2012 school year. The school wide introduction of the 3 R's and support for the 3 R's included the distribution of Falcon tickets to those who demonstrated good character traits. Monthly incentives were planned as a schoolwide reward.
- The *Amazing Reading Bus* filled with leveled books traveled throughout the community for six weeks during the summer months. Over 600 children signed out over 11,000 books during this time. Stops were also made at a local daycare, a nursing home and the ELL summer school program.
- A *Summer School Program* was held for at-risk students entering grades 1 – 6. 100 students participated in this 4 week program, free of charge. Students received small group instruction in the areas of math and reading.

Special events

- *Musical performances* were held for the 1st and 3rd grade in the Ceglarek Fine Arts Center. Programs highlighted a variety of curriculum from the grade level. 2nd graders performed at our annual Fine Arts Fair along with guest musicians offering a "petting zoo" for many musical

instruments. DK and Kindergarten students treated friends and family to “*Informances*” as a close-up peek at what happens in the music classroom.

- Art Education was highlighted at our *Fine Arts Fair* featuring student-generated art throughout our building. Over 5000 pieces of art adorn our elementary campus. A scavenger hunt activity invites parents and children to appreciate art in their everyday world.
- Our Physical Education Department provided fitness activities and wellness information throughout the school year. They partnered with the PTO to hold a family-focused *Fitness Frenzy* event. This event invited families to enjoy physical activity together and also raise funds for the school. Over \$15,000 was raised in this year’s event. Our annual *Field Day* was held in May at the High School stadium. 1st- 5th graders spent the day participating in events that focused on team building and participation.
- *Literacy Night*, held every two years, provided an opportunity for families to listen to three authors; Amy Young, Laurie Keller and Mark Newman present their journeys as a writer. Every student received a free book of their choice.
- *Science Olympiad* was held for interested 2nd and 3rd graders. Members of the Science Olympiad Team at the high school level, explained and monitored the activities which challenged our young learners to problem solve using the scientific process.

Giving Projects

- *Fun in Giving* afforded students and their families an opportunity to donate non-perishable items for Love Inc. and Manna meals, 5107 items were donated.
- *Holiday Helpers* gave staff a chance to donate Christmas gifts to 80 children and from 28 families of the school community.
- *Humane Society* donations were collected by 3rd graders in place of a gift exchange at Christmas; over \$400 of products were donated.

School Improvement Plan

Goal #1 – *All students will improve their reading comprehension skills.*

Reading instruction focused on teaching strategies that assisted students in:

- Monitoring and self-correcting their own reading,
- Summarizing the main idea and supporting details in a sequential manner,
- Inferring for deeper meaning
- Identifying key vocabulary to improve overall comprehension.

Mini lessons were presented and reinforced for practice in a reader’s workshop and/or guided reading format. Word work and retelling were an essential part of a guided reading lesson. Both informational and narrative texts were used consistently. DIBELS and Rigby assessments provided data to guide instruction. Grade level teams held data meetings 4 times throughout the year to plan intervention activities designed to be differentiating for each student.

Goal #2 – *All students will improve their proficiency in the area of math.*

Math instruction focused on number sense and computational fluency. Teachers used explicit instruction, DELTA Math intervention activities and a timed math fact sheets to improve student performance. Timing averages and DELTA math benchmark data were analyzed for focused instruction. All students scoring below 80% on an assessment were re-taught and retested on a concept.

Goal #3 – *All students will write proficiently.*

Writing instruction using the Lucy Calkins' Units of Primary Writing focused on:

- Including supporting details to support the main idea
- Organizing writing for better understanding of the message
- Using leads and closings that draw the reader in
- Reviewing writing for errors that may distract the reader

Mini lessons included mentor texts that were good examples of best practice strategies as a writer. Students told their stories using their fingers as an organizer for beginning, middle and end of a story. The connection between the spoken and written word was emphasized as an integral understanding as a writer. A common rubric was used for on-demand writings three times per year (Oct., Jan. and March). Scores were discussed in grade level meetings and analyzed for proficiency.

Goal #4 – *All students will improve their ability to draw conclusions in science.*

Science instruction focused on:

- Developing strategies and skills for information gathering and problem solving.
- Developing strategies for using evidence to make scientific decisions.

Science lessons included modeling the use of making connections, questioning, drawing inferences and synthesizing information. Students were asked to make scientific decisions and to explain the thinking behind the process. Science journals entries and unit tests were analyzed for evidence of progress.

Building-based assessment data

DIBELS (Dynamic Indicators of Basic Early Literacy Skills)

The DIBELS assessment was given as a schoolwide screener in Kindergarten – 3rd grades. It was administered in September, January and May. Students performing at the strategic and/or intensive support level were given focused instruction during intervention time.

Grade level	Stayed at Benchmark	Moved from strategic to benchmark	Moved out of Intensive support
Kindergarten	86%	48%	44%
1 st grade	92%	37%	35%
2 nd grade	83%	0%	20%
3 rd grade	85%	9%	29%

Rigby Benchmark Assessments

Rigby Benchmark Assessments were used as an indicator of each student's instructional reading level (measuring oral retelling, text accuracy and comprehension) in October, January and May for first grade students and for all students below benchmark status throughout the year. Second and third grade students were assessed in October and May. Our kindergarten students were assessed in January and May.

Grade level	End of year Benchmark Standard	% of students at or above benchmark
Kindergarten	Level 3	90%
1 st grade	Level 16	92%
2 nd grade	Level 22	94%
3 rd grade	Level 25	92%

Math

DELTA Math Screener

The DELTA Math Screener was administered to students in grades 1 – 3 in October, January and May. The table below identifies the percentage of students who met or exceeded standards.

Grade Level	Fall	Spring
1 st grade	39%	98%
2 nd grade	85%	98%
3 rd grade	69%	91%

MAP- Measures of Academic Progress (3rd grade)

The nationally - normed MAP assessment is administered in September and May to our third grade students. It measures reading, math and language usage proficiency. The table below highlights the percentage of students who met and/or exceeded standards.

Subject	Fall	Spring
Math	96%	95%
Reading	86%	95%

Parent Teacher Conferences

Parent Teacher Conferences were held in the fall for all students in Developmental Kindergarten – 3rd grade. 99% of our students (396/400) had parent attend. Our spring conferences are held by teacher or parent request only.

Parent Involvement Opportunities

- *Orientation/Open House nights* for both Developmental Kindergarten/Kindergarten students and 1st – 3rd grade students and their parents were held prior to the start of school.
- *A Back to School Fair* was held in the Allendale Township Park offering free resources and up to date school information.
- *Children and Parents (CAP)* reading program featured parent training in literacy strategies and supporting their child as a reader.
- *Parent Teacher Organization (PTO)* met monthly to discuss relevant parent interest topics and ways to strengthen the home/school partnership.
- *Volunteer Opportunities* were available to parents throughout the school.
- *School Improvement Team* included parent representation.
- *District Strategic Planning Committees (Co-curricular, Community Relations, Curriculum and Instruction and Finance)* had parent participation at every level.

Safe Schools

- Our elementary campus has a Lobby Guard visitor kiosk in each office. The kiosk provided an instant background check on all visitors and volunteers generating a picture ID for each person. All visitors were expected to wear an ID throughout the building.
- State mandated fire, tornado and lock down drills are held each year.
- The district held quarterly Crisis Team meetings with representation from all buildings and community response organizations. Policies and procedures were reviewed frequently.
- Security cameras are placed throughout the building and playground areas.

Core Curriculum

The grade level curriculum has been aligned with state benchmarks and standards. The curriculum can be viewed in a condensed version on our district website at www.allendale.k12.mi.us Complete grade level curriculum is available upon request at building offices. Curriculum maps are utilized at each grade level to ensure that staff members are consistent with curriculum delivery and expectations. Each curriculum area is reviewed on a 5 year cycle. The process for English/Language Arts (ELA) is in revision at throughout the summer and into the 2011-12 school year.