



Dix Street Elementary Annual Education Report (AER) 2016-17

May 31, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Dix Street 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 Principal, Mark Rollandini, PhD, for assistance.

The AER is available for you to review electronically by visiting [MI School Data for Dix Street Elementary](#) or the following web site: <https://goo.gl/aBHMkC>, or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. 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.

The faculty and staff at Dix Street Elementary School provide a quality education for all students in an environment that encourages the discovery and development of skills, knowledge and attitudes necessary for lifelong learning. Parents and community members are encouraged to join us in this endeavor.

We continued the 2016-17 school year with the Multi-Tiered System of Support (MTSS) in all academic areas. Title one tutors and special educators are consistently intervening with the identified students.

MATH

Delta math screeners will inform intervention for students who have yet to master the readiness standards. Title 1 tutors and special educators will be consistently intervening with the identified students. K-2 and 3-5 common intervention time has been scheduled to better utilize resources to serve all students. Curriculum maps, common unit assessments and lessons were developed by grade-level teams to create consistency and give the PLCs the data necessary to make pedagogical and programming decisions. This data will also be used to target interventions for students who need more time to master the essential math skills. These teaching, learning and assessment resources will be further evaluated in light of new Math resources K-5. The K-5 math units are being analyzed with common unit assessments aligned with the Common Core Standards. Staff worked this year to map essential standards in each Math unit as well as creating formative assessments to inform teaching and intervention. This assessment map allows for intervention for prerequisite skills prior to the essentials being taught.

READING

Dix Street Elementary used DIBELS to identify students for intervention K-5 (this includes the Visualizing and Verbalizing lessons that focus on comprehension). This year each teacher performed reading running record assessments to better diagnose reading problems and tailor interventions to address reading issues. Professional Development focused on implementing a workshop model for English Language Arts instruction. The Daily Five gave this workshop model its structure, and allowed for individualized, differentiated instruction focused on each individual student's needs. Moreover, at the lower elementary, grades K-2, common reading intervention time has been scheduled to better serve all students. Grades 3-5 have dedicated time to reading intervention throughout the day with assistance from the Title 1 tutors and special education teacher and paraprofessionals. Tier I reading instruction includes Houghton Mifflin, K-5; Guided Reading, K-2; Literature Circles, 3-5. PLCs continue to analyze data to make pedagogical and programming decisions as well as to inform individualized interventions for students.

State law requires that we also report additional information:

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Elementary students are assigned to one of three school buildings based on geographical boundaries, which are modified from time to time, to fully utilize the district's teaching and facility resources. It is sometimes necessary to transfer some students from one attendance area to another. We attempt to assign Schools of Choice students to the closest building geographically, but it is first dependent upon availability.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Dix Street utilized the state's documentation format known as The School Improvement Frameworks to input significant data as it relates to the school's improvement goals. Dix Street's school improvement goals are:

- All students will increase their knowledge of basic math facts and computation skills.
- All students will improve their reading comprehension proficiency.
- All students will improve their writing. Additionally, our neuroplasticity program, Rewiring the Brain, is an area of focus K-5 to ensure systematic growth in literacy. These areas will serve as "goal areas" to be targeted for intervention and improvement.
- All students will increase their social studies proficiency.
- All students will increase their science proficiency.

You can see from the tables below the progress that has been made in these areas in recent years.

MATH: end of year Delta Math Screener Data:

- KINDERGARTEN: 90% at or above 80% on 1st grade readiness standards
- 1st GRADE: 86% at or above 80% on 2nd grade readiness standards
- 2nd GRADE: 96% at or above 80% on 3rd grade readiness standards
- 3rd GRADE: 89% at or above 80% on 4th grade readiness standards
- 4th GRADE: 82% at or above 80% on 5th grade readiness standards
- 5th GRADE: 81% at or above 80% on 6th grade readiness standards

READING: DIBELS end of year data (composite score)

- Kindergarten: 77% at benchmark
- 1st grade: 65% at benchmark
- 2nd grade: 65% at benchmark
- 3rd grade: 70% at benchmark
- 4th grade: 80% at benchmark
- 5th grade: 73% at benchmark

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Programs and services located in the Otsego Public Schools include:

- Early Childhood Special Education - a special education classroom designed to provide preschool aged students with disabilities services to prepare them for Kindergarten.

- Hearing and Visual Consultant Services - specialists in the areas of hearing and visual impairments work with students in our local schools to support them in the general education classroom.
- Social Work, Speech Pathology and Occupational Therapy services are available to all students.
- Autism Spectrum Disorder Consultant Services - specialists in the area of Autism Spectrum Disorder work with both students and teachers in our local schools to support their success in the educational environment.
- Walk in services and small group learning opportunities for students with disabilities ages 3 - 5 who qualify.
- Level 2 Programs - these programs are designed to provide educational services to students with disabilities who need more intensive learning support both in the classroom and in life.
- Level 1 Programs - these services are designed to provide students with disabilities academic and social support within the general education classroom and curriculum

In addition to the programs and services provided locally in the Otsego Public Schools, students with special needs also attend specialized county programs at the Hillside Learning and Behavior Center. Hillside's West campus houses programs for students with severe cognitive, physical, and neurologic impairments. Hillside's East campus houses programs for students with severe emotional and behavioral impairments.

Identify how to access a copy of the core curriculum, a description of its implementation, and an explanation of the variances from the state's model

As mandated by the State of Michigan, Otsego Public Schools has developed a core curriculum at all school levels. Outcomes to be achieved by all students have been defined based upon the district's educational mission, student performance objectives, Common Core State Standards, the Michigan Grade Level Content expectations and the Michigan High School Content Expectations.

Common Core State Standards are used in K-12 for English Language Arts and Math. GLCES are followed for all other subjects in K-8 and HSCES for all other subjects 9-12. Common Core State Standards are available online on the [Curriculum and Instruction Webpage](#). For more information, please contact Heather Kortlandt, Director of Instruction at 269-692-6066.

The aggregate student achievement results for any local competency tests or nationally normed achievement tests

Star Reading

Instructional Reading Level:

- Kindergarten: 100% of Students tested (2 of 46) above grade level in reading
- 1st grade: 72.1% at or above grade level in reading
- 2nd grade: 54.1% at or above grade level in reading
- 3rd grade: 63.0% at or above grade level in reading
- 4th grade: 62.5% at or above grade level in reading
- 5th grade: 62.2% at or above grade level in reading

Student Growth Percentile, SGP compares a student's growth to that of his or her academic peers nationwide. These peers are students in the same grade with a similar achievement history on STAR assessments.

- 1st grade: 64th student growth percentile
- 2nd grade: 58th student growth percentile
- 3rd grade: 54th student growth percentile
- 4th grade: 58th student growth percentile
- 5th grade: 52nd student growth percentile

Identify the number and percent of students represented by parents at parent-teacher conferences

2016-17

- 82% of families were represented at the orientation in August 2016
- 73% of families were represented at the Open House in September 2016
- 91% of students had a parent/guardian attend conferences in the Fall of 2016.
- 92% of students had a parent/guardian attend conferences Spring of 2017.

2015-16

- 78% of families were represented at the orientation in August 2016
- 93% of families were represented at the Open House in September 2016
- 91% of students had a parent/guardian attend conferences in the Fall of 2016.
- 84% of students had a parent/guardian attend conferences Spring of 2017

We are very proud of all we do and offer at Dix Street Elementary. We have a dedicated staff of 23 certified teachers, a School Social Worker and several tutors and paraprofessionals who help our 315 students learn to their full potential. We are always looking at ways to improve student achievement on the individual student level and look forward to another great year ahead. Please look at our

Points of Pride below to see all of the ways our students are excelling in school and in life experiences.

Sincerely,

Mark Rollandini, PhD
Dix Street Elementary Principal

Points of Pride 2016-17

- Kalamazoo Nature Center programs for K-3 and 5th grade students.
- Yas, a local Michigan historian, brought his program to Dix Street for 4th grade.
- The Dix Street Student Council, with supervisors Jen Evans and Susan Kloster-Larkey, conducted "Cookie Capers" for Hospice at Christmas.
- The student council sponsored several school-wide contests and teacher appreciation events.
- The Dix Street PTO awarded \$1,400 in teacher mini-grants for classroom program.
- Thirty-seven fifth graders were awarded the President's Award for Academic Excellence and two fifth graders were awarded the President's Award for Academic Achievement.
- Students read over 50,000 minutes and earned more than 1,700 Accelerated Reader points for March is Reading Month while focusing on the "Superhero P.R.I.D.E." theme.
- Lori Taylor, Michigan author, visited during March is Reading Month
- Tricia Garton, Dix Street vocal music teacher lead the Otsego Stars (4th & 5th grade choir) in two performances.
- Our Media Center hosted a Scholastic Book Fair earning the school more than \$2,000.00 towards the purchase of new books.
- Mrs. Rachell Juriga trained twelve 5th grade and twelve 4th grade students who volunteered their free time to work on the playground as Conflict Managers. These students assist with Mileage Club and help younger students solve social problems.
- Implemented the Watch D.O.G.S. program to increase male involvement in the school. Watch D.O.G.s. participated in more than 90 days from November 1st until the end of the year.
- Mrs. Tricia Garton produced and directed the 3rd grade musical.
- Junior Achievement program in Kindergarten and grades K-5
- Annual science fair for 5th grade students
- Two teams from Dix Street participated in the Plainwell/Otsego Battle of the Books program.

- Continued the P.A.W.S. Physical activity with Spirit after-school activity program.
- 2nd grade students collected personal care items for Sylvia's Place Woman & Children's shelter.
- Continued collecting clothing for the Otsego clothes closet and winter wear programs.
- 130 students participated in the American Heart Association's Jump Rope for Heart event and raised more than \$7,500.
- Physical Education Teacher, Mrs. Darcy Bentley continued the Mileage Club where students walk, jog, or run during their lunch recess. The students accumulate mileage and receive prizes at specific miles-earned. The top runner went 136.5 miles!
- The students participated in the national A.C.E.S. day where "All Children Exercise Simultaneously" for 20 minutes.
- More than 20 3rd-5th grade girls trained and ran a 5K with the Girls on the Run program.
- Mrs. Bentley and parent volunteers ran the 6-week Boys on the Move program focusing on sportsmanship, positive attitude, teamwork, gentleman skills, anger management, self-esteem and physical fitness.
- The Dix Street PTO hosted "Donuts with Dudes" and "Goodies with Gals" events as an outreach to parents.
- Lower elementary team created a common intervention time to target reading intervention and enrichment based on student needs. Upper elementary students assisted them in the tutoring.
- 1st and 2nd grades combined to intervene with students who needed extra help in math.
- RtI books available for check-out. The Dix Street professional library continues to expand with professional literature focused on building and district initiatives.
- The RtI team attended 3 days of training with Tom Hierck, a Solution Tree Behavior RtI expert.
- Delayed Start Wednesdays: 30 delayed starts focused on Reading Workshop and reading Running Records Professional Development as well as PLC time for collaboration, data analysis, and curriculum evaluation
- Memorable Days Out - A grant provided by the foundation that allows students to have experiences outside the school day. Trips were provided to Whitecaps baseball games. There were 12 kids and 6 staff members involved.