

Gladstone Area Schools

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"Together We Make a Difference"

WC Cameron Elementary School Annual Education Report (AER) Cover Letter

February 1, 2024

Dear Parents and Community Members:

We are pleased to present you with the 2023-24 Annual Education Report (AER) which provides key information on the 2022-23 educational progress for W.C. Cameron Elementary. 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 Katee Ingram at 428-2314 for assistance.

The AER is available for you to review electronically by visiting the following web site

<https://bit.ly/3nAqHLu>

or you may review a copy in our main office at your child's school.

For the 2023-24 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not been given one of these labels.

Key challenges for W.C. Cameron include maintaining a high level of success for students learning to read from mid-year first grade throughout the end of year second grade. Key initiatives being undertaken in the school include having a 90 minute uninterrupted reading and language arts block of differentiated instruction, Lexia Core 5 reading support for all students, Title I support, and daily small group reading support. At Cameron Elementary, we utilize the following:

- Lexia Core 5 – Computer-based program offered during school hours to students needing phonics support and word attack strategies.
- Michigan’s Literacy Essentials –the Literacy Consultant with the Delta-Schoolcraft Intermediate School District (DSISD) has worked with the Cameron teachers and Title I support staff on Literacy Essential Practice #8: Abundant material and opportunity in the classroom. All elementary teachers participated in ISD PD around this learning last spring and will continue their work in the coming months.
- Technology integration – Each classroom in the building is equipped with an interactive projector and document camera. Students have 1:1 access to Chromebooks. By integrating these tools in the classroom instruction, students will be more actively involved and will have multiple methods in which to engage in learning.
- Extended Literacy Program – Nearly 100 students benefit from offering before or after school tutoring in targeted literacy needs.
- Student Success Instructor – students needing additional small group support, one-on-one support, reteaching or time to complete work are able to access the Student Success Instructor with dedicated daily Grade Level Support times.

We will continue to provide Title I services in the area of reading, as well as a number of other intervention and support services.

State law requires that we also report on the following additional information:

1. Process for assigning pupils to the school:

The Gladstone Area School District has identified attendance areas for each building as well as a policy and process to address parents’ school of choice request. Copies of these policies and procedures are available in our Central Office. Following are our schools board policies on Resident and Nonresident Schools of Choice.

5113 - SCHOOLS OF CHOICE PROGRAM (Inter-District)

The Board of Education has determined that it will allow nonresident students, residing within the Delta-Schoolcraft ISD, but whose parent(s) does not reside in the District, and who qualify, to enroll in the District through a Schools of Choice program during the forthcoming school year. Furthermore, the Board has determined that it will also allow nonresident students residing in intermediate school districts contiguous to the Delta-Schoolcraft Intermediate School District to enroll in the District through a Schools of Choice Program during the forthcoming year, provided they qualify.

The Board shall review this decision annually based on information provided by the Superintendent concerning the availability of space in each of the District’s schools and programs. The Board shall determine and publish whether or not it will accept applications for enrollment by new constituent district students, contiguous district students, or tuition students by the second Friday in August for the next school year. The Board may, at its option, choose to accept Schools of Choice students for any second semester openings. Openings for second semester must be published two (2) weeks prior to the end of the first semester.

Any constituent or contiguous district students who were enrolled during the previous school year or semester under a Schools of Choice program will be permitted to enroll for the next school year.

DEFINITIONS

The following definitions will apply to the District's Schools of Choice program.

A. Constituent District

A school district located within the Delta-Schoolcraft ISD.

B. Contiguous Intermediate School District

A school district within a different ISD, which borders on the Delta-Schoolcraft Intermediate School District.

C. Home District

A nonresident student's district of residence within the ISD.

D. Constituent-District Student

A student who is a legal resident or otherwise legally entitled to attend school in another school district within the same ISD who does not have a parent residing in the District and who seeks admission to this District under Schools of Choice.

E. Contiguous District Student

A student who is a legal resident of, or otherwise legally entitled to attend school in a district within any intermediate school district which borders on the Delta-Schoolcraft Intermediate School District; does not have a parent residing in the District; and seeks admission to the District under the Schools of Choice Program.

F. Program Size

Program size is the enrollment or size restrictions in a specific program, course, class or building. The District reserves the exclusive right to establish program size and to limit enrollment based upon the capability to properly allocate available resources, create and maintain a proper learning environment, and comply with contracts, grants and applicable laws and regulations.

G. Resident Student

A student who is a legal resident of this District and is consequently entitled to attend school in this District in accordance with Policy 5111 - Eligibility of Resident/Nonresident Students.

H. Tuition Student

A tuition student is a student who resides outside the Intermediate School District and has enrolled or seeks to enroll in this District upon payment of the established tuition fee.

If the Board determines that there will be a limited number of positions available in a grade, school, or program, the District shall, by the second Friday in August, establish and publicize a fifteen (15) day period during which applications will be accepted and the place and manner for submitting applications. If the Board determines that there are unlimited positions available in a grade, school, or program, applications shall be accepted through the first week of school.

If the Board determines during the first semester of a school year that space will be available for a Schools of Choice Program and students, other than those already entitled to preference because they made timely application before the school year began, can be enrolled for the second semester, then the District will accept applications and enroll qualifying nonresident

students provided those nonresidents comply with the registration deadlines established in the administrative guidelines.

ENROLLMENT OF NONRESIDENT STUDENTS

Students who have been enrolled in the District through a Schools of Choice Program during the previous semester or school year may continue their enrollment through graduation provided they maintain continuous enrollment and are not expelled for disciplinary reasons.

- A. If the number of applications for admission from nonresident students exceeds the number of available enrollment opportunities, enrollment priority shall be given to a sibling of a nonresident student already admitted under this program.
- B. Nonresident students shall be selected for remaining vacancies using a random selection process.
- C. Tuition students shall be included in the determination of class and program size prior to accepting new constituent or contiguous district students.
- D. Before a contiguous district student who is eligible for special education programs and services will be accepted, there must be a separate written agreement between the district of residence and the accepting district specifying the responsibility for paying the added costs of the special education programs and services.
- E. Enrollment may or may not be available to any nonresident student who has been suspended, expelled or otherwise released or excluded from his/her home district for disciplinary reasons. The Superintendent shall make the decision based on the circumstances involved, in accordance with statutory restrictions.
- F. The District's Policy 2260 - Nondiscrimination and Equal Educational Opportunity shall apply to all applicants under this program. In addition, the District will not discriminate on the basis of an applicant's intellectual, academic, artistic, athletic, or other ability, talent, or accomplishment, or based on a mental or physical disability.
- G. The Superintendent shall be responsible for developing and promulgating administrative guidelines to implement this policy. Such guidelines shall address at least the following matters:
 - 1. Communication with the parents of nonresident students seeking admission (or the student, if legally emancipated) concerning the timelines and other requirements for application as well as a statement of nondiscrimination (See Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity).
 - 2. Participation in interscholastic athletics.
 - 3. District transportation services.
 - 4. Pre-requisites and other eligibility standards associated with courses of study.
 - 5. Transfer of academic credit.
 - 6. Assignment within the District.
 - 7. Admission of special-education students.
 - 8. Payment of fees and other charges.

RELEASE OF RESIDENT STUDENTS

- A. The Superintendent shall ensure that the records of a resident student who transfers to another district are sent promptly to the other district.

B. The Superintendent shall inform the State Department of Education should the number of resident students transferring to constituent districts under a Schools of Choice program exceed ten percent (10%) of the District's resident student population.

M.C.L.A. 388.1705 PA 300, 1996, as amended Adopted 12/17/01 Revised 11/22/04

1. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Status of School Improvement: The School Improvement Team has identified long-term goals for our school community to focus on during the next three to five years. These include improving students' proficiencies in reading, math, and behavior. We will accomplish this by using research-based strategies for data-based decision making around instructional practice, integrating technology to increase student participation and engagement, and through continued professional development in the areas of literacy and math for our staff.

Another long-range goal is to continue to improve behavior of our students. We will continue to utilize our behavior interventionist, alongside the Behavior Team, to clarify written expectations for specific areas of the school and communicate those with the school community. We will continue to follow our referral process for both minor and major behavior referrals, put students on Tier 2 plans as needed, and communicate with parents accordingly. We have taken advantage of the new 31n Social Worker this year. She services a caseload of students who qualify for therapy during the school day. We are implementing the TRAILS curriculum during our Life Skills classes. We have added a Student Success Instructor to help support student learning.

The School Improvement Team will also encourage improved student behavior and academic performance.

2022-23 School Improvement Goal Summary

1. Improve Reading and Math Skills – The Common Core State Standards (CCSS) are fully implemented in our ELA and math curriculum. We continue to strive toward full implementation of our reading series. The series, Reading Wonders, focuses more on non-fiction text, as well as strengthening the connections between reading and writing. While we recognize that there is always need for improvement, recent reading scores indicate that over the past few years, student scores upon entering a particular grade level have overall shown a slight decline. To address this, we are examining the data with the ISD's support, have completed a self-study of our use of Literacy Essentials 1, 3, & 8, and are exploring the benefits of classroom libraries with literacy consultants.
2. Implement the use of Lexia for All – In consultation with the ISD, our Title I team, and a neighboring school district, we have decided to dedicate funds to support the use of Lexia Core 5 for all students this year. We are seeing noteworthy gains and are eager to compare end-of-year data after a year of implementation.
3. Student performance in the area of mathematics is also an area of focus. Implementation of the 17-18 adopted Eureka Math could benefit from training and/or supplemental materials as educators aim for improved math results. The district purchased Happy Numbers as a supplement to the program. This computer-based, individualized and differentiated software is used by our teachers, K-2. The school improvement team met with Mike Maki, our ISD math consultant, to explore the work involved in reviewing math curriculum moving forward.

4. Our school utilizes a Multi-Tiered System of Supports (MTSS) for students. Using data from both MAP assessments and Acadience, along with input from parents and teachers, we have tiers of intervention for students in the areas of reading and math. In addition to the small-group targeted instruction, we also have facilitated a before and after school Title 1 Extended Literacy program for improved reading and partnership between home and school.
5. Cameron continues to upgrade its technology tools to improve student engagement. Teachers have expanded their implementation of software, apps, and interactive projectors. Each teacher has a district-provided interactive projector, document camera, and desktop computer. Such technology allows teachers to incorporate varied modalities and resources for learning (video clips, music, and interactive games, applications, etc.). These integrated resources have led to increased student engagement in instruction.

Specialized Schools:

The Gladstone Area School District has several affiliated schools that provide services not attainable in our schools. The Delta-Schoolcraft Intermediate School District coordinates services at the following specialized schools:

Learning Center:

Established in 1969, the Delta-Schoolcraft Intermediate School District Learning Center is committed to creating and supporting effective educational programs which promote learning for students with moderate to severe impairments through the cooperative involvement of students, families, educators, and the community. The Learning Center program is designed to meet the educational needs of students 3 to 26 years of age, from the two county area who meet eligibility requirements and need a placement other than that which is available in a traditional school setting.

Career Technical Center:

Career technical education courses are offered to students utilizing the cluster concept. Students enroll in a specific course or program of courses. Basic skills required for a specific occupational area may be taught by rotating students through a series of related courses and a variety of instructors. The overall goal of the program is to prepare students for post-secondary education and/or to go directly into the work force.

- Information Technology
- Health Science
- Education & Training
- Construction
- Manufacturing
- Science, Technology, Engineering & Mathematics
- Transportation

Upper Peninsula Virtual Academy (UPVA):

UPVA is a Michigan public school offering online courses to all UP students in grades K-12. Students can enroll as a part-time or full-time student with Gladstone Area Schools or Public Schools of Calumet, Laurium & Keweenaw through the Schools of Choice program.

Online courses provide students the flexibility to work anywhere and anytime that works for them. Courses taken through UPVA are no cost to the families, up to 12 courses per student per year. Each online course has a content expert teacher to assist students. Students will also be assigned a local mentor teacher who will have regular contact with the student, and monitor their progress and grades. Full-time students must take the state assessment tests, and can earn a Michigan high school diploma.

Core Curriculum:

To access the state core curriculum, please go to the following web pages:

http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html

www.corestandards.org

Local Math and Reading Achievement Scores

Acadience Outcome Data

End of Second Semester

	<u>2021-22 School Year</u>			<u>2022-23 School Year</u>		
	Low Risk	Some Risk	High Risk	Low Risk	Some Risk	High Risk
Kindergarten	74%	17%	9%	87%	10%	3%
Grade One	73%	8%	19%	65%	16%	19%
Grade Two	66%	18%	16%	72%	9%	19%

NWEA Outcome Data

Spring 2023 Data

NWEA Measures of Academic Progress (MAP) were implemented in the 2019-20 school year. This nationally normed assessment was taken in the areas of mathematics and reading. The following chart represents the percentage of students scoring in the percentile ranges indicated on this nationally normed assessment.

	<u>≤21st percentile</u>	<u>21st to 60th percentile</u>	<u>≥61st percentile</u>
Kindergarten Math	7%	33%	60%
Kindergarten Reading	11%	33%	56%
First Grade Math	13%	25%	62%
First Grade Reading	15%	43%	42%
Second Grade Math	11%	26%	63%
Second Grade Reading	13%	46%	41%

Parent Teacher Conferences Breakdown
November 2, 2023

Readiness

Total Students:	50		
Parents attended:	45	Total 91%	Boys (21) 47% Girls (24) 53%
			Boys Free/Reduced (9) 43%
			Girls Free/Reduced (11) 47%

Kindergarten

Total Students:	90		
Parents attended:	89	Total 99%	Boys (40) 45% Girls (49) 55%
			Boys Free/Reduced (13) 33%
			Girls Free/Reduced (22) 45%

1st Grade

Total Students:	92		
Parents attended:	88	Total 96%	Boys (44) 50% Girls (44) 50%
			Boys Free/Reduced (20) 45%
			Girls Free/Reduced (15) 34%

2nd Grade

Total Students:	102		
Parents attended:	100	Total 98%	Boys (49) 49% Girls (51) 51%
			Boys Free/Reduced (13) 27%
			Girls Free/Reduced (19) 37%

Parents Attended: 322 - 97% Overall

Congratulations go out to all staff, students and parents for making 2022-23 another great year at W.C. Cameron Elementary!

Sincerely,

Katee Inghram, Principal
W. C. Cameron Elementary