

Gladstone Area Schools
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"Together We Make a Difference"
Gladstone Area School District
Annual Education Report (AER) Cover Letter

February 1, 2024

Dear Parents and Community Members:

We are pleased to present you with the 2023-2024 Annual Education Report (AER) which provides key information on the 2022-23 educational progress for Gladstone Area School District and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Dr. Jay Kulbertis, Superintendent at 906-428-2417 for help if you need assistance.

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

<https://bit.ly/2WptATb>

or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

Student Assessment Data

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT
- Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students.

School Accountability Data

- Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support

Educator Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety

Review the table below listing our schools. 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 status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
Gladstone High School	CSI	The key challenge at Gladstone High School is our ever growing academically at risk population. Test scores coupled with low achievement in the classroom are obstacles that we have identified and are in the process of correcting. A few initiatives that are and will take place are the following: 1. Alternative Educational setting on campus to further personalize instruction in a way that will allow the academically at risk student to be successful. 2. Partnerships with local businesses placing these students in a work environment based off the

School Name	Status Label	Key Initiative to Accelerate Achievement
		<p>educational development plan.</p> <p>3. Continue to work with the local trades groups to develop apprenticeship programs in all of the trades.</p> <p>4. Algebra A and Geometry A class offerings which is a slower paced power-standard based course. Achievement gap data with these students have been identified and will be monitored throughout the school year as the aforementioned initiatives are fully operational.</p> <p>5. Continuing a Math Lab course for all math students that received a 60% or better on end of course assessments in their individual math classes.</p> <p>6. Increase Peer Tutor use within the Math and English Lab course offered that will also include teacher support.</p> <p>7. Maintain an Auto Shop and Woodshop classes to meet the needs of more students.</p> <p>8. Add an English Lab course for all English students that received a 60% or better on end of course assessments in their individual English classes.</p>
Gladstone Middle School	No Label	<p>We have continually improved with our student achievement, but have not reached our set goals. Our focus for the 2023-24 school year will continue to be directed toward students with low achievement status, the bottom 30% along with</p>

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		<p>teaching grade level content expectations and common core standards while transitioning to power standards in instruction. Although we face many difficult challenges like the disintegrating family structure, low economic status, and the ever changing mandated content expectations, not to mention the residual effects of COVID-19, our focus remains the same, to provide every student with the best education to ensure every student achieve their goals and become a viable, productive addition to our society. That being said, we have incorporated a number of intervention programs, professional development, and updated technology to help close the achievement gap. We are still seeing residual effects of the COVID-19 virus on academic achievement, although it seems to be diminishing as each year passes. However, we continue to see socio-emotional learning (SEL) issues that affect not only student achievement, but their self-worth. This problem is compounded by safety issues including student-to-student and student-to-building threats as well. The increasing number of environmental issues continue to detract from our focus on instruction in the</p>

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		<p>classroom. However, in terms of academic achievement, we are now able to measure student growth from Fall to Spring, as we take steps toward normality in education. We are still seeing effects associated with COVID-19 as they create barriers to student instruction and achievement, including attendance and social-emotional concerns that have risen. Our goals remain unchanged; however, the path to achieving those goals has been cluttered with a number of challenges and require new, creative ways to approach instructional delivery.</p>
James T Jones Elementary And WC Cameron Elementary	No Labels	<p>Jones: According to our school's data from the 2021-2-22 and 2022-2023 school years, an achievement gap exists between our highest performing students and students performing in the bottom 30%. Reasons for this gap may be attributed to an increasing number of students who qualify as low SES and an increase in student behaviors that interrupt classroom instruction. Our students have also demonstrated wide variability in their math skills on assessments. Recognizing these areas of needed improvement, in 2021-2022 and 2022-2023 school years we have put the following programs in place to</p>

School Name	Status Label	Key Initiative to Accelerate Achievement
		<p>accelerate student achievement and to close this achievement gap:</p> <p>Foundations Team- Jones school maintains a Behavior Team. This team had previously been trained in Foundations, a school-wide program through Safe and Civil Schools. The team collects and analyzes behavioral data to identify areas of needed improvement. The team consists of an administrator, Student Success Instructor, Behavioral Interventionist, and two general education teachers. The team incorporates TRAILS, a Social-Emotional Learning curriculum.</p> <p>Behavioral Interventionist- A Behavioral Interventionist addresses students' behaviors and provides assistance to teachers with classroom management. The Behavioral Interventionist also Implements Check In/Check Out plans with students, collaborates with the School Social Worker, provides small group or individualized instruction to students in need of that level of support. She also holds peer mediation groups, allows opportunities for Restorative Justice, and enters behavioral data in the SWIS system.</p>

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		<p>Life Skills- Life Skills class is for all elementary students. This class offered within the itinerant rotation includes lessons about manners, kindness, how to be a friend, peer conflict resolution, anti-bullying, and much more.</p> <p>Title 1 After School Intervention Program- Targeted assistance for those students who are identified to be in need of improvement in the area of reading are able to participate in an after school program. This program schedule varies depending on student need as identified in benchmark assessments. Targeted assistance and instruction is provided with regular progress monitoring to inform instruction.</p> <p>We use a math program called Eureka Math. This is the seventh year since this program was started in our district. We are continuing to explore online training and support in the effective use and implementation of these materials especially pertaining to intervention. Additional support is available to teachers and students through our Student Success Instructor. She provides guidance and mentoring in instructional methods as well as with student intervention in math.</p>

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		<p>We will continue to provide a Multi-Tiered System of Support in response to benchmark data with the use of Title 1 intervention and support services. Included in our MTSS, we have a Student Success Instructor who is able to provide another level of support for students who do not meet criteria for Title 1 services, but need assistance in acquiring skills.</p> <p>Literacy team- Jones school established and has maintained a Literacy team to review data and create school-wide responses to tier 1 instruction. The team is focused on the Literacy Essentials created by the General Education Leadership Network and has currently been targeting Literacy Essential 8 which involves using research and standards-aligned writing instruction.</p> <p>Technology- Teachers are able to utilize technology to enhance instruction. Students at Jones are allocated one to one Chromebook for school usage. Classrooms are equipped with Interactive whiteboards. Our building has a technology representative available to assist teachers with troubleshooting and exploring new technology methods. We also have representatives from Jones</p>

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		<p>School who have attended training, such as the MACUL Technology Conference to enhance their knowledge of technology based learning.</p> <p>WC Cameron: 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:</p> <ul style="list-style-type: none"> • 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

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		<p>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.</p> <ul style="list-style-type: none"> • 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

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

I would like to take this opportunity to congratulate the students and staff of each of our buildings for their hard work, dedication, and success. We continue to address the needs of the total student with caring staff building quality relationships. We will continue to work to make improvements in our educational system in order to provide the highest quality education possible for all of the students in our community. Our NWEA Map testing gives our teachers individual student information about where they are succeeding and/or where they need more help. This allows staff to address individual curriculum needs. Parents are encouraged to stay involved with their child's education. If more information is needed about getting involved in your child's school, please contact the building principal for various opportunities.

Sincerely,

Dr. Jay Kulbertis, Superintendent
Gladstone Area School District