



# REED CITY AREA PUBLIC SCHOOLS

*Every Student, Every Day...Commit, Succeed, and Lead*

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## G.T. Norman Elementary School Annual Education Report (AER) Cover Letter

January 24, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-2019 educational progress for the G.T. Norman 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 Ms. DeAnna Goodman, Principal for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/4CYdjd>, or you may review a copy in the main office at your child's school.

For the 2019-2020 school year, schools were identified using 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 or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

G.T. Norman Elementary "HAS NOT BEEN GIVEN ONE OF THESE LABELS".

Though student achievement data is showing growth in the number of students from year to year that score proficient in reading, writing and math, GT Norman is still working hard to improve. There are several initiatives that have been undertaken in the school to accelerate student achievement and persistent gaps in achievement, such as:

- K-5<sup>th</sup> curriculum alignment in ELA, Math, Reading, science and social studies.
- We have implemented a building wide multi-tiered system of support to address any student achievement that falls in the bottom 30% and achievement gaps of our students with disabilities.
- Staff have been trained in CHAMPS, PBIS, and supporting the whole child by addressing social/emotional needs.

We will continue to focus on excellent core instruction and provide additional levels of support through our Tier II and Tier III instruction for students not meeting their achievement goals.

State law requires that we also report additional information.

1. **ASSIGNING PUPILS TO THE SCHOOL:** G.T. Norman Elementary School houses all of the district's kindergarten through fifth grade students. These students are assigned to this building when they enroll into the district. Reed City Area Public Schools also offers School of Choice opportunities.

2. SCHOOL IMPROVEMENT PLAN: G.T. Norman Elementary School is currently implementing strategies/activities from our school improvement plan to meet the educational needs of our students. The following school improvement goals have been developed as determined by data analysis:

- All students at G.T. Norman Elementary will be proficient in mathematics
- All students at G.T. Norman Elementary will be proficient in reading
- All students at G.T. Norman Elementary will be proficient in writing
- All students at G.T. Norman Elementary will be proficient in science
- All students at G.T. Norman Elementary will be proficient in social studies

G. T. Norman Elementary staff will continue to analyze data from various assessments including but not limited to formative and summative assessments (such as NWEA, DIBELS, and CBM) to determine the effectiveness of our instructional practices in improving student growth. Based upon this data analysis and review, modifications will be made annually to the School Improvement Plan. Through professional development and collaboration, school staff members will continue to improve methods of instruction. A complete copy of the School Improvement Plan is located in the school office.

NWEA Fall 2019 % of Students Achieving Avg. or Higher Proficiency			
Grade	Math	Reading	Language
Kindergarten	27%	25%	
First Grade	57%	55%	
Second Grade	44%	41%	42%
Third Grade	56%	41%	44%
Fourth Grade	47%	37%	41%
Fifth Grade	48%	52%	57%

NWEA Fall 2018 % of Students Achieving Avg. or Higher Proficiency				
Grade	Math	Reading	Language	Science
Kindergarten	38%	55%		
First Grade	53%	55%		
Second Grade	51%	71%	44%	
Third Grade	48%	43%	43%	55%
Fourth Grade	51%	57%	57%	72%
Fifth Grade	42%	51%	61%	71%

Grade	RIT Score	National Norm RIT	Difference
<b>NWEA Math Fall 2019</b>			
Kindergarten	142.3	151.5	-9.2
First Grade	160.5	162.4	-2.0
Second Grade	171.9	176.9	-5.0
Third Grade	187.5	190.4	-2.9
Fourth Grade	195.6	201.9	-6.3
Fifth Grade	206.4	211.4	-5.0
<b>NWEA Reading Fall 2019</b>			
Kindergarten	143.7	151.3	-7.6
First Grade	159	160.7	-1.7
Second Grade	168.5	174.7	-6.2
Third Grade	181.4	188.3	-7.3
Fourth Grade	190.7	198.2	-7.5
Fifth Grade	202.2	205.7	-3.5
<b>NWEA Language Fall 2019</b>			
Kindergarten	N/A	N/A	
First Grade	N/A	N/A	
Second Grade	169.3	174.5	-5.2
Third Grade	182.3	189.4	-6.7
Fourth Grade	191.8	198.8	-7.0
Fifth Grade	202.1	205.6	-3.5

Grade	RIT Score	National Norm RIT	Difference
<b>NWEA Math Fall 2018</b>			
Kindergarten	132.4	138.5	-6.1
First Grade	157.9	160.8	-2.9
Second Grade	172.1	175.6	-3.5
Third Grade	183	189.4	-6.4
Fourth Grade	196.6	201.1	-4.5
Fifth Grade	202.3	210.7	-8.4
<b>NWEA Reading Fall 2018</b>			
Kindergarten	136.9	139.6	-2.7
First Grade	156.8	159.1	-2.3
Second Grade	177.7	173.3	4.4
Third Grade	180.7	187.1	-6.4
Fourth Grade	194.5	197.3	-2.8
Fifth Grade	199.3	205	-5.7
<b>NWEA Language Fall 2018</b>			
Kindergarten			
First Grade			
Second Grade	168.6	172.9	-4.3
Third Grade	180.5	188.2	-7.7
Fourth Grade	196.3	197.9	-1.6
Fifth Grade	200.4	205	-4.6
<b>NWEA Science Fall 2018</b>			
Kindergarten			
First Grade			
Second Grade			
Third Grade	185.4	186.7	-1.3
Fourth Grade	197.8	194	3.8
Fifth Grade	201.1	199.7	1.4

3. **SPECIALIZED SCHOOLS:** Mecosta-Osceola ISD offers a variety of programs to educate students from 0 to 26 with various educational disabilities, which include: early childhood development delay, infants and toddlers severe multiple impairments, autism spectrum disorder, cognitive impairments and emotional impairments. Students also attend specialized programs in other districts within Mecosta County as well as in other counties through contracted services. Eligible special education students are enrolled in the MOISD School through the Individualized Educational Planning Committee (IEPC) process. Each student’s needs are discussed and appropriate placement is determined using the 13 step least restrictive environment process.
4. **CORE CURRICULUM:** As mandated by the State of Michigan, Reed City Area Schools has developed curriculum for the various subject areas. Learning goals to be achieved by all students have been defined based upon the Michigan Academic State Standards for English Language Arts, Mathematics, and Literacy in History/Social Studies, Science, and Technical Subjects. We are using Michigan’s K-12 Science Standards and Michigan’s Social Studies K-12 Content Standards. Copies of core curriculum are available at all buildings, at the district office, and on our website.
5. **AGGREGATE STUDENT M-STEP ACHIEVEMENT RESULTS**

<b>Third Grade (% Proficient)</b>			<b>Fourth Grade (% Proficient)</b>			<b>Fifth Grade (% Proficient)</b>		
	Math	ELA		Math	ELA		Math	ELA
15-16	13%	15%	15-16	13%	15%	15-16	10%	47%
16-17	30%	30%	16-17	13%	17%	16-17	10%	31%
17-18	30%	35%	17-18	20%	29%	17-18	11%	32%
18-19	29%	31%	18-19	36%	43%	18-19	25%	33%

6. **PARENT-TEACHER CONFERENCES:**
  - 2017-2018 > 90% of parents attended parent/teacher conferences
  - 2018-2019 > 90% of parents attended parent/teacher conferences
  - 2019-2020 > 90% of parents attended parent/teacher conferences

GT Norman Elementary School is committed to a continuous improvement process in raising student achievement. We have a dedicated, highly qualified staff that understand when while partnering with parents, are committed to the growth and success of all of our students.

Sincerely,

Ms. DeAnna Goodman  
Principal