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## **Annual Education Report (AER) Cover Letter**

April 2, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2017-18 educational progress for Galewood Early Elementary School. The AER addresses the complex reporting information required by federal and state laws. This report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Steve Chartier, Principal, for assistance. He can be reached via phone at 517-541-5150 or via email at [chartis@charlottenet.org](mailto:chartis@charlottenet.org).

The AER is available for you to review electronically by visiting the following web link (<http://bit.ly/2IcOaAa>) or you may review a hard copy within the Main Office.

For the 2017-18 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. Some schools are not identified with any of these labels. In these cases, no label is given. Galewood Early Elementary School has not been given one of these labels.

We have a strong sense of pride at Galewood Early Elementary School and are pleased to be re-establishing ourselves within the community. As a proud member of Charlotte Public Schools, Galewood was reopened in August, 2018 (after several years of closure). It is our hope to become the premier destination for early childhood instruction within Eaton County. The building boasts a diverse student population within Developmental Kindergarten (DK), Kindergarten, as well as Early Childhood Special Education (ECSE). We deliver a program that focuses upon the "whole child" (i.e. socially, emotionally, physically, academically) as well as their unique interests and needs. Rooted in evidence-based, developmentally appropriate instructional practices, we strive to promote engaged learners, high expectations for all, cooperation, wellness and safety, as well as a career or college readiness culture. Further, we nurture the gifts and talents of all of our students leading them to become well rounded individuals. The early elementary years are a critical component in education. At Galewood Early Elementary School, our goal is to provide a solid foundation on which our youngsters will construct understanding for a lifetime—hence our brand promise: "Our Roots Start Here."

Though we have just reopened, we have made significant gains and improvements throughout the course of the 2018-19 school year. The intended result of our efforts is to accelerate student achievement all the while closing persistent gaps. To do so, we continuously improve and/or adapt our curriculum, instructional methodologies, as well as our assessments. This affords all of our students the opportunity to derive meaning from all of their educational experiences, and to apply curricular concepts in a real-world context. As we continue to integrate the Common Core State Standards into our units of study within mathematics, literacy and social studies as well as the Next Generation Science Standards into our science units, we are committed

to ensuring that all students are provided with the support and enrichment needed for them to learn and grow.

In an effort to further increase student academics and close achievement gaps amongst our subgroups, we continue to monitor student progress through the use of NWEA Measurement of Academic Progress (MAP), various components of the Michigan Literacy Progress Profile (MLPP), running records, and other formative assessments such as teacher/student conferring—particularly within the content areas of reading and writing. Additionally, we are completing our first year of an innovative framework of Multi-Tiered Systems of Support (MTSS)- a tiered approach to the early identification and intervention of students with learning and/or behavioral needs.

As the 2018-19 school year progresses, we will continue to tailor the curriculum and instructional materials in order to meet the unique and varied needs of all of our students, make use of teacher/student conferring, engage our students in the goal setting process, design and deliver inquiry-based learning, commit to uninterrupted instructional blocks, and make use of data in order to drive day-to-day and long-term instructional planning. Further, we remain committed to working collaboratively to best serve all of our students.

### **State law requires that we also report additional information:**

#### **1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Charlotte Public School District has centralized enrollment that assigns students to a school based on residency boundaries established by the district. The District also participates in county-wide, as well as, out of county Schools of Choice.

#### **2. THE STATUS OF THE 3-5 YEAR SINGLE BUILDING DISTRICT IMPROVEMENT PLAN**

Galewood Early Elementary School continues to strive for improvement. Our staff is focused on providing academic excellence through a proactive learning environment that both challenges and inspires all students. Since the beginning of the 2018-19 school year, staff members and those assigned to the School Improvement Team (SIT), have met frequently and in varying configurations in order to analyze acquired data from multiple sources (i.e. demographic, process, achievement, perception), and to establish improvement goals within all content areas. Moving forward, we will continue to nurture a culture where all constituents (teachers/staff, parents, students, administrators, and community members):

- Contribute to a cumulative, purposeful and positive effect on student learning, all the while raising student achievement.
- Implement evidence-based practices and strategies building-wide.
- Bolster and strengthen our MTSS systems and structures.
- Deepen our understanding and use of Professional Learning Communities (PLCs).
- Utilize common assessments in order to monitor our continuous progress in our goal areas.
- Gather and interpret data so as to monitor, modify and drive the day-to-day instruction of all students within all subjects, and
- Partake in further professional development (PD) opportunities in order to deepen our understanding of working with students who are at-risk.

As the building was reopened for the 2018-19 school year, it was not required to complete a School Improvement Plan prior to the reopening. However, we remain committed to the District's new Strategic Plan (January 2019-December 2023) to provide an excellent educational culture and learning environment which is safe, student-centered and in collaboration with our parents and community. Further, we aspire to ensure students are prepared with the academic competencies and social skills for successful futures and lifelong learning. To that end, a formal School Improvement Plan will be established upon the

conclusion of the 2018-19 school year and will be submitted to the State of Michigan this next September.

### 3. A DESCRIPTION OF EACH SPECIALIZED SCHOOL

Galewood Early Elementary School provides services to students within Developmental Kindergarten (DK), Kindergarten, as well as Early Childhood Special Education (ECSE). Boasting a student population of approximately 250 students (3 sections of ECSE, 3 sections of DK, 8 sections of K), Galewood delivers a program that promotes academic success, high expectations for all, collaboration, wellness and safety, as well as promotes a career or college readiness culture. Smaller class sizes, a close-knit family comprised of dedicated and caring students, parents, staff and community members alike, as well as our strong commitment to early childhood learning, are points of pride that set us apart from other schools within the surrounding communities.

Quite simply, the mission of Galewood is to establish the roots of lifelong learning. The following are core beliefs that we hold dear as we strive to become the premier early childhood education destination:

We believe that/in....

- Parents are their child’s first teacher.
- School is fun!
- Providing a welcoming learning environment where all members of the school community feel safe and secure.
- The power of positive relationships.
- Honoring diversity and that all people have value.
- All children are capable and learn differently.
- Children learn best in a nurturing environment through meaningful and engaging experiences.
- Our students can learn to manage themselves and their behavior.
- Students should contribute to their community.

### 4. 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

To view our curriculum as well as other resources, visit the Department of Curriculum and Instruction’s webpage and click on “Resources.” A link to the page is located here (<https://www.charlottenet.org/curriculum.html>).

### 5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

We continue to utilize data from locally developed unit assessments, as well as nationally normed achievement assessment data from the NWEA MAP Assessments. The 2018-19 school year serves as a baseline year for said NWEA data, which is outlined below:

Galewood Early Elementary School NWEA Data Overview Fall, 2018 Testing Cycle Kindergarten											
Number Tested	Mathematics					Number Tested	Reading				
	Lo	LoAvg	Avg	HiAvg	Hi		Lo	LoAvg	Avg	HiAvg	Hi
184	13 7%	48 26%	58 32%	38 21%	26 14%	186	18 10%	41 22%	74 40%	38 20%	15 8%
Percentile Values: Lo = 0-21; LoAvg = 21-40; Avg = 41-60; HiAvg = 61-80; Hi = 81+											

Galewood Early Elementary School NWEA Data Overview Winter, 2019 Testing Cycle Kindergarten											
Number Tested	Mathematics					Number Tested	Reading				
	Lo	LoAvg	Avg	HiAvg	Hi		Lo	LoAvg	Avg	HiAvg	Hi
183	65 36%	45 26%	22 12%	29 16%	22 12%	184	55 30%	58 32%	38 21%	22 12%	11 6%
Percentile Values: Lo = 0-21; LoAvg = 21-40; Avg = 41-60; HiAvg = 61-80; Hi = 81+											

Galewood Early Elementary School NWEA Data Overview Winter, 2019 Testing Cycle Developmental Kindergarten							
Number Tested	Mathematics			Number Tested	Reading		
	Low	Medium	High		Low	Medium	High
48	12 25%	27 56%	9 19%	49	1 2%	35 71%	13 26%
Percentile Values: Low = 0-40; Medium = 40-80; High = 80+							

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

We pride ourselves on a strong home-school connection as well as high degrees of parental involvement. As such, all staff members are required to meet with all parents (i.e. in person, via phone, text messaging, in writing) twice annually in order to conduct a Parent/Teacher Conference. During the 2018-19 school year, our staff members met with 100% of our parents via one or more of the methods listed above.

This Annual Education Report gives us insight into what our students need to be successful. Staff members within the building work endlessly to enhance educational programs provided to our students. Parents and community members can become further involved by signing up to be a part of our School Improvement Team, joining our Parent/Teacher/Student Organization (PTSO), attending parenting and student learning events/workshops, and volunteering within the school on a regular basis. To learn more, drop by or phone the Main Office at your earliest convenience.

Sincerely,



Steve Chartier  
Principal



Eileen Grant-Ball  
Director of Curriculum and Instruction