



August 15, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for Glerum Elementary School. Our annual report addresses the complex reporting information required by federal and state laws. Our school's report contains important information about our school, as well as student assessment results, Adequate Yearly Progress (AYP) and teacher qualifications. If you have any questions about our annual report, please contact Mary Gordon for assistance.

The AER is available for you to review electronically by visiting the following West Ottawa Public Schools web site: www.westottawa.net/schools/glerum or you may review a printed copy from the principal's office at our school.

For 2010-2011 Glerum Elementary made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

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Children Are Our Future

About Our School

Process Of Assigning Pupils to the School:

Students are assigned to Glerum Elementary based upon a geographical location. Boundaries for bussing exist in the districts nine elementary schools. If parents request Glerum for schools of choice, they must provide their own transportation. Glerum Elementary is frequently requested by parents as a school of choice.

A Brief Description of Pine Creek Elementary School:

During the 2011-2012 school years, Glerum will continue the process of becoming an International Baccalaureate School (IB) Candidate School. The International Baccalaureate (IB) Primary Years Programme (PYP) is a curriculum designed for young learners. The PYP program encourages students to understand their own identity, learning styles and interests while becoming knowledgeable, risk-takers, open-minded, well-balanced, and reflective.

Glerum Elementary School is a K-5 primary years candidate school. Our students represent our diverse and rich community. During the 2010-2011 school year approximately 77% of Glerum students were economically disadvantaged and 30% were English Language Learners (ELL)..

School Improvement

The Glerum School Improvement Team remains focused on implementing best practices in all content areas. Within the school improvement process, our staff is able to analyze data and adjust instruction with a goal of improved student learning. Through this dedicated work of everyone in our school community we are able to accomplish these high academic student achievement goals. The Glerum School Improvement Plan calls for action in improving student

achievement in the three core subjects. We have identified key strategies, as well as interventions and extensions, for these strategies.

We collect and measure the results of the data collected to assess evidence of impact and address implications and/or adjust the goals.

Our School Improvement Goals are as follows:

- By the 2012-2013 school year, students will achieve a minimum of 75% accuracy on the MEAP and District Interim assessments. Accuracy will increase annually toward this achievement target by 10% until achieved.
- By the 2012-2013 school year, students will achieve a minimum of 75% accuracy as measured by MEAP scores, Common, and district assessments. Additionally, each subgroup will increase the percent of students scoring proficient by 10% on the same measures.
- By the 2012-2013 school year, 100% of students will achieve a 1 or a 2 in accuracy in writing as measured by 4th grade MEAP scores and district writing prompts. Additionally, subgroups will increase their scores by 10% on the same measure.

The Glerum staff also continues to focus on a child-centered positive behavior support model following the principles of Respect, Responsibility, and Ready to Learn.

Our school improvement plan is updated/reviewed annually. The school improvement plan is available for review on our district website: www.westottawa.net/schools/glerumelementary.

Our Core Curriculum

The core curriculum provides a framework for our educational programs. It is a set of expectations all students should achieve to progress in their schooling. We are working to deliver a curriculum that provides all students with the knowledge and skills necessary for living effectively today and in the future.

Glerum teachers use district approved curriculum resources to implement our core instruction. These resources include: Math Expressions, Battle Creek Science Kits, Lucy Caulkins writing program, 6+1 writing traits, Houghton Mifflin Reading Program, SIOP, Social Studies Alive, and History Alive.

Our curriculum provides expanded opportunities designed to meet individual needs. Course offerings exceed core curriculum requirements established by the Michigan Department of Education. Strong academic programming is supported by quality technology and facilities.

Integrated with our core academic curriculum and enhancing a student's quality educational

experiences are:

- ☺ International Baccalaureate Primary Years Programme (begin writing units 2010-2011 school year)
- ☺ clubs, organizations, and athletics
- ☺ community partnerships
- ☺ field trips, assemblies, and special activities/events
- ☺ integration of technology into instruction and assessment
- ☺ library-media resources
- ☺ Project CHARLIE
- ☺ special education
- ☺ technology tools/resources

Student achievement remains our top priority. Higher standards and greater expectations have resulted in the implementation of a variety of instructional methods, progressive teaching strategies, and specialized programs designed to respond to the individual needs and learning styles of a diverse student population. We offer a demanding academic schedule for all students with an emphasis on college preparation skills. This program is supported by strong educational components that provide real-world vocational/technical training choices for students.

We embrace the concept of a brain-compatible learning environment, recognizing that individuals learn at different rates of growth through different methods of instruction and a variety of teaching/learning styles. Our curriculum makes provisions for the variability of academic skills, interests, and social, emotional, and physical development within our student population.

Aggregate Student Achievement Results on District Assessments and Nationally Normed Achievement Tests

Per Michigan law, students in grades 1 through 5 must be assessed annually in English language Arts and Mathematics. In order to meet this mandate, and also to monitor student progress in these core content areas throughout the school year, West Ottawa Public Schools administers the following assessments: Rigby Running Records (reading), DIBELS (early literacy), and District Interim reading and math assessments for grades 2-5.

District Interim Assessments for math, reading, and writing, continued to be implemented. Targeted date for reporting information related to these tests will be June 2012.

Parent and Community Involvement in our School

Parent and community involvement in the education of children and participation in the life of a school are reflected in many ways. One avenue is attendance at parent-teacher conferences:

2010-2011: 96% of parents attended parent-teacher conferences

2009-2010: 95% of parents attended parent-teacher conferences

The PTO is an active and dynamic part of the school community which supports and enhances the instructional programs and activities at Glerum Elementary.

Additional Points of Pride About Our School

- Glerum achieved the Annual Yearly Progress (AYP) target as established by the State of Michigan. Students made gains in the areas of Reading, Writing, and Mathematics.
- Staff analyzed results from a variety of assessments (DIBELS, Running Records, Reading Theme Tests, MEAP and more) to drive planning and instruction and increase student achievement in all areas.
- All instruction is aligned to district curriculum and Michigan's Grade Level Content Expectations.
- Writing was a major focus area in 2009-2010. Staff implemented the school improvement plan K-5. They examined student writing, worked with experts and conferred with students about their writing. Teachers integrated the Lucy Calkins approach with 6+1 writing traits to specifically teach students the characteristics of good writing. Additionally, writing coaches were utilized at three levels of proficiency to improve teacher expertise.
- Science is taught through inquiry. Students ask questions, explore concepts and learn through hands and minds on experiments and lessons.

- Staff implemented the research based math program, Math Expressions. The program is closely aligned to the state expectations and offers students rigorous practice and application with important math concepts. Delta Math RTI was piloted.
- Certified teachers in Art, Music, Physical Wellness, Library/Technology, and Spanish provided quality lessons to students in all grades.
- Through the Response to Intervention (RTI) model, the core support team offered students extra help and small group work in reading to many students throughout the year. They used carefully selected materials to increase students' fluency and comprehension.
- The Child Assistance and Intervention Team collaborated to identify areas of concern, determine strategies for intervention and assess the needs of individual students.
- Social Work services were provided to some students. Students at specific grades received presentations designed to reduce bullying behaviors and promote a positive school climate.
- School Nurse Program supported many children and their families. They communicated with families, gave presentations about healthy eating and made referrals to community health organizations.
- Staff continues to grow their professional community through staff meetings, common planning time, and opportunities for collaboration. Professional learning communities are the keys to the success of all students.
- Field trips at all grade levels offered extensions for learning beyond the classroom. Field trips are also an important way of building students knowledge and experience base. Students are able to connect new learning to these experiences.
- The Positive Behavior and Intervention Support (PBIS) system is used to create a positive and safe environment for all students and staff.
- Students participated in the Student Council Organization.
- The End-of-Year Celebration of Learning gave students an opportunity to share what they had learned with their families.

Parents' Right to Know

To comply with the Parents Right-To-Know legislation included in the No Child Left Behind Act of 2001, parents may request information regarding the professional qualifications of the student's classroom teachers and paraprofessional/education assistant, if applicable. For more information, please contact Sue Vincent in Human Resources via email at: vincents@westottawa.net or by phone at (616) 638-5780.

Additional State and Federally Required State Assessment, AYP, Teacher Quality, and National Assessment Data For Our School

The No Child Left Behind Act of 2001 requires that all districts and schools in Michigan report out on several educational components regarding state assessment results, AYP, teacher quality, and the NAEP. Below is a description of each of those components. The data for each of those components is reported out in the pages of our annual report that follow the descriptions.

- Results of State-Administered Assessments (MEAP, MME, Mi-Access)—these reports provide the results of the state assessments administered in our school the past two years, including how our students did overall and by group.
- AYP data—this report provides information about our school's AYP and Education YES! status.
- Teacher Quality—this report provides you with information on the professional qualifications of the teachers at our school
- NAEP—The National Assessment of Educational Progress assessment is administered annually to a representative sample of 4th and 8th graders in schools across the 50 states. This report reflects how 4th and 8th grade students in the Michigan part of this national sample achieved on the NAEP, and does not reflect the achievement of West Ottawa Public School students.