



2017-18 District Annual Report

Clear Lake Elementary School

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Mission

To provide an education that challenges all students to achieve their maximum potential in academics, arts, and athletics and prepares them to succeed in a global society.

Vision

To create a world-class education today to shape tomorrow's leaders.

Administration

Tim Throne, *Superintendent*

Ken Weaver, *Deputy Superintendent of Curriculum & Instruction*

Sam Barna, *Assistant Superintendent of Business & Operations*

David Pass, *Assistant Superintendent of Human Resources*

Denise Sweat, *Assistant Superintendent of Student Services*

Anita Qonja, *Executive Director of Elementary Education*

Board of Education

Tom Donnelly	President
Dan D'Alessandro	Vice-President
Heather Shafer	Secretary
Korey Bailey	Treasurer
Erick Foster	Trustee
Chad Griffith	Trustee
Mary Hanser	Trustee



April 12, 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 Clear Lake 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 Brad Bigelow, Principal for assistance. The AER is available for you to review electronically by visiting the following link <http://bit.ly/2HnyOZI> or you may review a copy in the main office at the school.

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 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. Our school has not been given one of these labels. * Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are: *TSI* – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component. *ATS* – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

During the last testing period, Clear Lake Elementary School exceeded or matched the state averages in all content areas assessed by the State of Michigan. Our mathematics scores exceeded the state averages by more than 15 percent in each grade level. Our reading and writing scores have also exceeded state averages by more than 8 percent in all grade levels. In an effort to address any achievement gaps that may exist, we have allocated resources to support reading instruction, adding para educators who support reading instruction in the classroom. In addition, students reading below grade level targets have also been put on an Individual Reading Intervention Plan which targets a specific reading skill prohibiting the student from meeting standards. In math, both teachers and interventionists receive ongoing professional development specific to mathematical skills and concepts that show areas of concern. Clear Lake teaching staff also receive ongoing professional development from the district literacy coach.

The staff and students of Clear Lake Elementary are proud of the progress made over the last school year and will continue to be proactive in our efforts to improve our school. Our Parent Teacher Organization (PTO) continues to offer enjoyable activities for our families and support for our classrooms. We offer several exciting opportunities that enrich our students' school experience including Academic Games, First and Junior Lego League, Girls on the Run, Super Singers, Green Team and Suzuki Strings. We look forward to another successful school year.

Sincerely,

Bradley D. Bigelow, Principal

Process for Assigning Students to the School

Clear Lake Elementary primarily serves students living in the surrounding neighborhoods. The district has been open for school of choice students who are placed in schools based on space availability.

Specialized Schools

Oxford Community Schools provides educational programs, services, and support to certified special education students throughout the district. During the 2017-18 school year, some of these students required specialized schools outside of our district, at Kingsley Montgomery School and Wing Lake Developmental Center. OCS students may also attend Oxford Virtual Academy, Oxford Bridges High School, Oxford Crossroads Day School, Oxford Schools Early College program, Oakland Schools Technical Campus where appropriate and after referral or application.

Status of 3-5 year School Improvement Plan

The school improvement process at Clear Lake Elementary involves all teaching staff. Clear Lake is accredited through AdvancED with 2017-18 being year two of the five-year cycle. During the 2017-18 school year, our teachers developed building wide objectives and strategies based on local assessment data. This work will continue to be a focus as we strive to address learning gaps within each of our grade levels. In each of our content area goals, we have embedded Cultures of Thinking philosophies that can be used to enhance learning in the classroom. Clear Lake received International Baccalaureate (IB) reauthorization during the 2017-2018 school year. Our current school goals are:

- Students will improve their reading performance.
- Students will improve their writing performance.
- Students will improve their mathematical skills and knowledge.
 - Students will improve their social studies skills and knowledge.
 - Students will improve their science skills and knowledge.
 - Students will enhance their preparation for success in a global environment.

Strategies are implemented to reach these goals based on researched best practices. Over the past 5 years, teachers in all grades received training in the areas of technology, Writer's Workshop, Reader's Workshop, Standards Based Grading and Reporting, differentiated instruction and mathematics as well as Cultures of Thinking. Teachers have been continually updating the IB Program of Inquiry units to reflect new programs and strategies identified

through our school improvement process and professional development.

Academic Core Curriculum

A core academic curriculum includes all grades, kindergarten through twelve, and describes what a student will know and be able to do for each subject area. All Oxford curricula are based upon the Michigan Academic Standards. To access curriculum information please visit our district website www.oxfordschools.org, select the *Department* tab, then *Curriculum & Instruction*. Please contact the Principal of your child's school for further information.

Aggregate Student Achievement results for nationally normed assessments

The table below shows the percentage of students in each grade level at Clear Lake Elementary who scored higher than the 30th percentile in the nation in the Fastbridge reading and math screening assessments:

Clear Lake Elementary				
	Spring 2017		Spring 2018	
Grade Level	Reading	Math	Reading	Math
K	53%	65%	57%	44%
1	72%	80%	70%	72%
2	86%	86%	86%	81%
3	72%	53%	84%	71%
4	87%	78%	86%	72%
5	73%	55%	86%	71%

Parent Involvement

Parents are a student's first and most important teacher. In the fall of each year our classrooms invite parents to attend Curriculum Night and Parent Teacher Conferences. Parents attend Portfolio Nights in the spring.

2016-17: 440 families attended fall parent/teacher conferences, equating to 93% of the students.

2017-18: 460 families attended fall parent/teacher conferences, equating to 94% of the students.



Clear Lake Student Leadership Team 2017-18