



May 31, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Parkview 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 Katie Jobson for assistance.

The AER is available for you to review electronically by visiting the Wyoming Public School district web site at www.wyoming.k12.mi.us and look for the Annual Education Report (AER) link on the left side of the page, or you may review a copy in the main office at your child's school. This link will provide multiple options for information related to the school, including this letter, School Data (through the State website MiSchool Data), and our School Improvement Plan (SIP).

For the State of Michigan in the 2016-17 year, no new Priority, Focus, or Reward schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Based on data from the two most recent years of M-STEP testing, many students are not proficient in language arts or math. At best, 38% of third grade students were proficient in language arts and 42% of third grade students were proficient in math. In science, only 5.2% of fourth grade students were considered proficient. Parkview's staff understands the importance of improving instruction to help more of our students gain proficiency in reading, writing, math, and science. Of particular focus is the need to support our students learning English as they consistently score lower than other student groups and make up. To address these concerns, Parkview Elementary utilizes a tiered instructional model to offer additional support to students as needed. Parkview is currently working with the Reading Now Network and EdTrust to look more closely at instructional practices in literacy and make improvements. In the area of math, Parkview is utilizing a new program called Go Math so that there is consistency across classrooms and grade levels. Parkview provides support services for English Learners through additional staff. Finally, Parkview Elementary School is a community school, offering services to families to help them address issues outside of school that may impact learning. Recent gains in Parkview's scores are encouraging. Recent research for The Education Trust Midwest recognized Parkview Elementary as one of the fastest improving schools when compared to schools with similar demographics.

State law requires that we also report additional information.

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:** Wyoming students are assigned by geographic area to a school, but are openly accepted by in-district school of choice to attend a different school of their parent's choice. Students from outside the district are accepted each Spring/Summer as part of the Kent County School of Choice Plan.

2. **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:** Parkview Elementary's School Improvement Team, made up of staff who represent each content area as well as a parent representative, write a school improvement plan annually based upon current data. This school improvement plan is then implemented by staff. Our current school improvement objectives and the strategies to reach them are as follows:

- **Math**--64% of all students will demonstrate a proficiency in calculation and problem solving in mathematics as measured by the Mathematics Benchmark Screener. We will work to achieve this by implementing best practices in mathematics instruction and by using a tiered instructional model.
- **Reading** -- 10% more first, second, third and fourth grade students will demonstrate a proficiency in reading as measured by the SRI test as compared to the beginning of the year. We will work to achieve this by implementing the Essential Early Literacy Practices, utilizing a tiered instructional model, having students set quarterly reading goals, and by holding monthly meetings for staff to examine data and discuss instruction. In addition, we will partner with Mind Meets Music in grades K-2 and offer a literacy night event for families.
- **Writing** -- 49% of third and fourth grade students will demonstrate a proficiency in narrative, informational, and opinion writing as measured by the district writing standards. We will work to achieve this by continuing to learn about and implement Write from the Beginning.
- **Science** -- 10% more second, third and fourth grade students will demonstrate a proficiency in understanding concepts in science as measured by the district science standards in which they are utilizing claim, evidence, and reason. We will work to achieve this by teaching more lessons based on Claim, Evidence, and Reason and supporting all learners with Thinking Maps.
- **Social Studies** -- 90% of second, third and fourth grade students will demonstrate proficiency in understanding concepts in social studies as measured by district standards CI:1, CI:2, and HI:1. We will work to achieve this by integrating social studies content into other content areas as well as supporting all learners with Thinking Maps.
- **Behavior** -- There will be a 20% decrease in the number of discipline reports as compared to last year for a maximum of 350 for this year. We will work to achieve this by implementing a multi-tiered system of support. Tier I supports include teaching school procedures intentionally, implementing the True Success program, and utilizing common behavior management tools and positive behavior rewards. We will collect behavior screener data and discuss the results as grade level teams to implement tier 2 and tier 3

supports for students. A behavior interventionist will support behavior interventions.

- **Attendance** -- 10% or fewer of Parkview's students will be chronically absent . 70% or more of all studets will have less than 5% absences. We will work to achieve this by meeting 3 times/month as an attendance team, sharing information regarding attendance during a Parent-School Night, and utilizing attendance incentives, such as an attendance celebration for families in good standing held three times/year.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL: Parkview Elementary is a K-4 building in Wyoming, Michigan with approximately 360 students. Parkview’s students are diverse. Parkview Elementary is a community school, supporting students by offering services that stabilize families and partnering with community organizations. Students are offered a multi-tiered system of instruction and a positive behavior intervention system.

4. IDENTIFY 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: Wyoming Public Schools utilizes the State of Michigan Grade Level Content Expectations and other state documents, which are aligned through work with the Kent County and Wyoming curriculums to assure alignment of standards and objectives for instruction and assessment. Brief standard brochures are available on the district website, <http://www.wyoming.k12.mi.us>. The full curriculum is available for review through requesting it at the building or central office.

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

Parkview students take the Benchmark Screener Test to show their understanding of math concepts for their current and previous grade level. The DIBELS test is given to assess risk of reading failure. Finally, the Scholastic Reading Inventory is given to students to measure comprehension. On each of these these assessments, student show growth over the course of the year. The end of year scores for the past two years are shown in the table below:

	2016-17	2015-16
Delta Math Test (2016-17) Benchmark Screener (2017-18)	proficient 64%	28% proficient
DIBELS	60% low risk	51% low risk
Scholastic Reading Inventory	51% at or above grade level	49% at or above grade level

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES: More than 90% of students are represented by parents at Parkview Elementary School’s parent-teacher conferences.

Parkview Elementary School is proud of the education it offers students and its approach in embracing the

whole child. Staff work hard to continually develop their instructional skills and to work together as a team in support of the students at Parkview. Recognition as a Reward school is a significant indicator that Parkview is offering a positive experience to students and that the hard work taken on by all members of the Parkview community is paying off.

Sincerely,

Katie Jobson, Principal