Estimados padres y miembros de la comunidad:

Nos complazce presentar el Informe de Educación Anual (AER), que proporciona información clave sobre el progreso educativo de 2016-17 de La Escuela Oriole Park. El AER aborda la compleja información de presentación de informes requerida por las leyes federales y estatales. El informe de la escuela contiene información sobre la evaluación del estudiante, la responsabilidad y la calidad del maestro. Si tienen preguntas sobre el AER, comuníquese con la Doctora Jennifer Slanger para obtener ayuda.

El AER está disponible para revisarlo de forma electrónica en el siguiente sitio web www.wyoming.k12.mi.us y haciendo clic en el Informe Anual de Educación a lo largo del lado izquierdo, o puede revisar una copia en la oficina principal de la escuela de su hijo/a. Este enlace proporcionará múltiples opciones de información relacionada con la escuela, incluyendo esta carta, Datos de la escuela (a través del sitio web MiSchool Data) y nuestro Plan de mejora escolar (SIP).

Por el Estado de Michigan en el 2016-17 año, las escuelas se identificaron utilizando nuevas definiciones y etiquetas como requiere la ley Cada Estudiante Triunfa (ESSA). Una escuela de Apoyo y Mejora Dirigida (TSI) es aquella que tiene como objetivo un subgrupo de estudiantes de bajo rendimiento. Apoyo Destinado Adicional (ATS) es la escuela que tiene tres o más grupos de estudiantes de bajo rendimiento. Un Apoyo Inclusivo y Mejora (CSI) es aquella escuela cuyo rendimiento se encuentra en el 5% más bajo de todas las escuelas del estado. Algunas escuelas no están identificadas con ninguna de estas etiquetas. En estos casos, no se le proporciona una etiqueta del estado.

Los siguientes desafíos han sido identificados: **Matemáticas**: Según lo medido por la evaluación 2017 de M-Step, el 54% de nuestros estudiantes de 3er grado y el 36% de nuestros alumnos de 4º grado son competentes en el área de las matemáticas. Con respecto a nuestra evaluación durante la primavera del 2017 en matemáticas, se identificaron los siguientes porcentajes de competencia de fin de año: 33% (kínker); 80% (1er grado); 82% (2º grado); 75% (3er grado); y 45% (4º grado). Overall, 61% of our K-4 students are proficient as measured by our district math screenner. **Reading**: As measured by the 2017 M-Step assessment 37% of our 3rd grade graders and 36% of our 4th graders are at least proficient in the area of language arts. As measured by the Scholastic Reading Inventory, the following year-end proficiency percentages were identified in the spring of 2017: 79% (2nd grade); 62% (3rd grade); and 81% (4th grade). We are continually challenged to ensure each student is at grade level by the end of the academic year. **Writing**: Although not measured separately on the M-Step, writing has been an area of difficulty for our students.

In order to continue to address the aforementioned challenges, the following initiatives are being undertaken at Oriole Park Elementary to improve the student achievement and close gaps in achievement: continued implementation of Thinking Maps, a component of SIOP; writing across all content areas (reading, math, science and social studies); explicitly teaching problem solving strategies in the area of math; and emphasizing the teaching of new vocabulary words. Additionally, staff will organize and implement engaging parent evenings to get more parents involved in their child’s education. Continuing into the next school year is response to intervention in literacy and math. Intervention will provide small group support to students who have been identified as at-risk and achieving below grade level.
State law requires that we also report additional information.

7. **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.

8. **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:** Our School Improvement Team meets twice a month (minimally) to reflect on academic goals and the culture of the building to best support the school’s philosophy and student learning. The Oriole Park SI team bases its decisions on the mission and vision of the school, guided by the principles in which they firmly believe. Through discussion, decisions are conceptualized and brought before the entire staff for consensus building. Our School Improvement Team consists of seven teachers representing the core content areas and non-core areas, one parent, and the principal. The team uses data and research to develop goals and action plans for addressing the goals. Below is a brief description of our goals and how they are being addressed.

9. **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:** At Oriole Park, we embrace the philosophy of brain-based learning in the classroom environment. Oriole Park promotes a noncompetitive, cooperative, caring atmosphere, where children grow at their natural developmental rate utilizing learning styles and areas of high interest in an integrated curriculum. Specific practices that are implemented daily include meaningful content, choices, adequate time, enriched learning environment, collaboration, immediate feedback, mastery learning, life skills, and common building-wide procedures. Additionally, 1st & 2nd grade teachers and 3rd & 4th grade teachers loop with their students to maintain strong relationships.

10. **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.

11. **THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:** Oriole Park measures student achievement locally using the Scholastic Reading Inventory (SRI), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and district standards assessments. The data indicates an increase of achievement from the beginning to the end of the academic year. To view a copy of the 2016-2017 Performance Summary, as well as the data from the previous two years, please visit: https://www.mischooldata.org/AER2018/CombinedReport2.aspx.

12. **IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES:** Oriole Park prides itself on high attendance rates at both fall and spring parent-teacher conferences. Over the past two years, we have averaged 96-98% attendance at parent/teacher conferences. Attending parent-teacher conferences is one of many ways parents continually support and enhance the learning of Oriole Park students.
Oriole Park students continue to demonstrate strong academic achievement, which is guided by our dedicated teachers, support staff, and parents. We recognize the need to improve our achievement in all content areas so that our students will possess the skills to be leaders in the 21st century. We will continue to provide ongoing and in-depth professional development to our teaching staff to ensure they have the best tools to teach our students with. Thank you for all you do to continue to support the achievement of our students!

Sincerely,

Dr. Jennifer Slinger
Principal
Oriole Park Elementary