



March 28, 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 Oriole Park 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 Dr. Jennifer Slanger 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 2017-18 year, schools were identified using new 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. Oriole Park Elementary has not been given one of the aforementioned labels.

The following challenges have been identified: **Math:** As measured by the 2018 M-Step assessment 53% of our 3rd graders and 48% of our 4th graders are at least proficient in the area of mathematics. With regard to our spring 2018 district math screener, the following year-end proficiency percentages were identified: 25% (kinder); 44% (1st grade); 51% (2nd grade); 61% (3rd grade); and 17% (4th grade). Overall, 42% of our K-4 students are proficient as measured by our district math screener. **Reading:** As measured by the 2018 M-Step assessment 41% of our 3rd grade graders and 35% 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 2018: 60% (2nd grade); 65% (3rd grade); and 71% (4th grade). As measured by the Dynamic Indicators of Basic Early Literacy Skills, the following year-end proficiency percentages were identified in the spring of 2018: 53% (kindergarten) and 48% (1st grade). We are continually challenged to ensure each student is achieving grade level reading skills by the end of the academic year. **Writing:** As measured by our spring district writing assessment, the following proficiency percentages were identified: narrative writing - 41% (kindergarten and 1st grade); opinion writing - 20% (1st through 4th grades); and informational writing - 54% (1st through 4th grades). Our district assessment data from the spring of 2018 indicate areas of growth in informational writing, narrative writing and opinion writing.

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: implementation of readers workshop; 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 small group intervention support is provided to students who have been identified as at-risk and achieving below grade level in reading and math. Additionally, staff have organized and implemented engaging parent evenings to get more parents involved in their child's education, specifically to help equip parents with tools and strategies to support math and reading growth. We have a building wide multi-tiered system of support that focuses on teaching and reinforcing common behavioral expectations. Through the MTSS initiative, tier 2 and tier 3 behavioral supports are identified and put in place to support at-risk students.

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:** Our School Improvement Team (SIT) meets twice a month (minimally) to reflect on academic goals and the culture of the building to best support the school's vision and mission of student learning. Through discussion, decisions are conceptualized and brought before the entire staff for consensus building. Our SIT consists of seven teachers representing the core content areas and non-core areas, one parent, and the principal. Each academic content area has a goal targeted to improving proficiency for all students at all grade levels. Additionally, a behavior and attendance goal have been developed to support all students in these areas. Throughout the school year, as well as at the end of the year, the SIT uses data to make decisions regarding the strategies and activities aligned to each goal to ensure academic progress is being made. As a SIT, we determine what, if any, modifications need to be made for the next school year to ensure progress is made toward meeting our SI goals.
3. **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. All students are provided opportunities to participate and engage in meaning making through rigorous academic content. One way in which we honor and recognize the importance of relationships in a child's education, is to have our 1st & 2nd grade teachers and 3rd & 4th grade teachers loop with their students to maintain strong relationships.
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:** 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 2017-2018 Performance Summary, as well as the data from the previous two years, please visit: <http://bit.ly/2HW62iN>
- 6. 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 our students will possess the skills to be leaders in the 21st century. Through the use of our district aligned professional learning plan, 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. Thank you for all you do to continue to support the achievement of our students!

Sincerely,

Dr. Jennifer Slanger
Principal
Oriole Park Elementary

