



April 8, 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 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 2017-18 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, 29.3% of third grade students were proficient in language arts and 31% of third grade students were proficient in math. In fourth grade, 24.6% of students were considered proficient in language arts and 15.5% were proficient in math. Parkview's staff understands the importance of improving instruction to help more of our students gain proficiency in reading, writing, and math. Of particular focus is the need to support our students learning English as they consistently score lower than other student groups and make up 35% of the student population. To address these concerns, staff are utilizing a tiered instructional model to offer additional support to students based upon need. Parkview is currently implementing a new, proven structure for literacy called Readers Workshop as well as implementing intentional phonics instruction through a program called Reading Horizons. In the area of math, Parkview is utilizing a program called Go Mathto provide consistency across classrooms and grade levels and we are examining the pacing to ensure that students are exposed to all content suggested at their grade level. Parkview provides support services for English Learners through additional staff who provide instruction that aligns with classroom instruction. 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 scores compare favorably 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**--100% of all students will demonstrate a proficiency or a growth of 48 percentage points in their grade level focus areas of the Common Core State Standards in Mathematics by 06/01/2019 as measured by the Mathematics Benchmark Screener. We will work to achieve this by implementing intervention based upon data and using a common intervention tool.
- **Reading** -- 100% of all students will demonstrate a proficiency by showing a year's growth or scoring proficient by 06/01/2019 as measured by Fountas & Pinnell and the DIBELS composite score. We will work to achieve this by implementing a tiered instructional model which will include differentiated instruction in the classroom based upon assessment data and intentional phonics instruction. Intervention will be provided based upon data. Parents will be invited to understand how to best support their child through the Steps to Success event held at Parkview.
- **Writing** -- 100% of All Students will demonstrate a proficiency in narrative writing or demonstrate a 10 percentage point growth in writing by 06/01/2019 as measured by the end of year district writing assessment. We will work to achieve this by continuing to learn about and implement Write from the Beginning.
- **Science** -- 100% of All Students will increase student growth in understanding concepts in Science by 06/01/2019 as measured by an improved score on the post-test for the NGSS-aligned unit as compared to the pre-test for the unit. We will work to achieve this by incorporating science and engineering practices identified in NGSS and teaching at least one NGSS unit.
- **Social Studies** -- 100% of second, third and fourth grade students will demonstrate a proficiency in understanding social studies concepts or show growth in social studies by 06/01/2019 as measured by district standards EC:1, CI:1, and HI:1. We will work to achieve this by incorporating questioning strategies into social studies instruction and teaching social studies using at least one project based unit provided through Oakland.
- **Behavior** -- There will be a 25% decrease in the number of out of school suspensions (75 or fewer) as measured on 5/31/2019. 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 as will a restorative practices

facilitator.

- **Attendance** -- There will be a reduction in the number of chronically absent students by 06/01/2019 so that 10% of Parkview's students or less are chronically absent and the number of students with less than 5% absences will increase to 70%. We will work to achieve this by sharing information regarding attendance with our families. We will utilize attendance incentives and set up interventions to support good attendance.

3. **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:** Parkview Elementary is a K-4 building in Wyoming, Michigan with approximately 350 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 Elementary measures student achievement locally using the Scholastic Reading Inventory (SRI), Fountes & Pinell (F &P). Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and district standard 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 previous two years, please visit: <https://www.mischooldata.org/>

6. **IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES:** More than 89% 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.

Sincerely,

Katie Jobson, Principal