



WYOMING PUBLIC SCHOOLS

January 20, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2019-20 educational progress for the West Elementary. 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 Brian Hartigan for assistance.

The AER is available for you to review electronically by visiting the Wyoming Public School district web site at <http://wyomingps.org/si-plan-annual-reports> or by clicking on [this link for West Elementary](#). You may also review a copy in the main office of West Elementary. 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 2018-19 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. West Elementary was not given one of the aforementioned labels.

Due to the closure of in-person learning at the end of the 2019-20 school year due to Covid-19, we were unable to complete State testing & therefore do not have access to State-level testing data. The following challenges were identified last year using 2018-19 M-STEP information. Math: As measured by the 2019 M-Step assessment 29.8% of our 3rd graders and 28.7% of our 4th graders were proficient in the area of mathematics. Due to the closure to in-person learning, West Elementary was unable to give the end of year district math screener at the end of the 2019-20 school year. With regard to our spring 2019 district math screener, the following year-end proficiency percentages were identified: 51% (Kindergarten); 72% (1st grade); 59% (2nd grade); 67% (3rd grade); 83% (4th grade). Reading: As measured by the 2019 M-Step Assessment 27.2% of our 3rd graders and 33% of our 4th graders are 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 2019: 57% (2nd grade); 59% (3rd grade); 43% (4th grade). As measured by the Dynamic Indicators



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of Basic Early Literacy Skills, the following year- end proficiency percentages were identified in the spring of 2018: 26% (Kindergarten); 47% (1st grade); 43% (2nd grade); 44% (3rd grade); 38% (4th grade).

In order to continue to address the aforementioned challenges, the following initiatives are being undertaken at West Elementary to improve student achievement and close gaps in achievement: continued implementation of Thinking Maps, a component of SLOP; writing across all content areas, and explicit math and reading instruction with emphasis on literacy strategies and mathematical practices. West has also allocated some of the title funds to provide support for targeted 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 during school and after school. Additionally, staff have organized and implemented engaging parent evenings, which will occur remotely for the 2020/21 school year, 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 also 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, and 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 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. Our School Improvement Team consists of six teachers representing the core content areas and non-core areas, one support staff, one parent, and the principal. The team uses data and research to develop goals and action plans for addressing the goals. Academic goals are set in each content area and progress monitored throughout the academic year.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

The primary mission for West Elementary is teaching and learning for all. Equally important to our staff is that all students will be cared for and supported by meeting their individual needs. To meet these goals we partner with Kent School Services Network to support a true school community partnership. We believe that strong school and community partnerships will provide our students and families with



access to valuable resources such as mentorships, tutoring opportunities, parenting courses, social services, and numerous opportunities for family engagement.

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

West Elementary 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 2018-2019 Performance Summary, as well as the data from the previous two years, please visit: <http://bit.ly/2G7SPC6>.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

West Elementary believes that family engagement is an integral component to supporting student achievement and providing a quality learning experience. For the past two years we have averaged 96-98% attendance at parent/teacher conferences.

West 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,

Brian Hartigan
Principal West Elementary