

April 08, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2017-2018 educational progress for West 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. Please take time to explore the data, if you have any questions about the AER, please contact Eric Schilthuis, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2Is6426> or you may review a copy from the office at your child's school.

For 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 (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

- TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.
- ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

Key challenges and initiatives being undertaken to accelerate student achievement and close persistent gaps in achievement at West Elementary included the following:

Achievement data for West Elementary:

2016-17 (K – 3rd Grade Level Building Data):

M-STEP results 3rd Grade Math 31.7%, 3rd Grade Reading 40.1%

2017-18 (K – 3rd Grade Level Building Data):

M-STEP results 3rd Grade Math 35%, 3rd Grade Reading 29%

West Kelloggsville has 4-Kindergarten, 3-First Grade, 3-Second Grade and 4-Third Grade sections as well as one Special Education Resource Room. The M-Step assessment from 2014-15 results showed: For third grade math the trend is showing us increasing in proficiency 31.7% in 15-16 to 36.2% in 16-17. For third grade reading, the trend has shown a slight decrease from 40.1% in 15-16 to 39.1% in 16-17. In 2017-18 our ELA results showed a decrease to 29% proficient but showed an increase in Math to 35% proficient. As a building we plan to continue to focus more on vocabulary, we will be increasing our English learner services for the 2019-20 school year, we will continue to provide a response to intervention program providing a multi-sensory approach to teaching phonics and develop a supplemental curriculum for our low performing students. We also increased our supports for students employing instructional support persons. We have also increased our math focus on tier one instruction with an emphasis on math talks. This year we have provided additional Math intervention as a tier 2 for our students struggling in Math.

State law requires that we also report additional information. Below you will find information on the process of assigning pupils, status of our school improvement plan, how to access the core curriculum, student achievement data and participation rate at parent-teacher conferences.

Process for Pupil Assignment To School

Kelloggsville Board of Education Policy #5120 states that "the assignment of students to schools within this District (will) be consistent with the best interests of students and the best use of resources of this District."

Embedded in this statement are the following values: efficiency, equity, and customer service. With those values in mind, placement within grade level schools is the primary focus at the elementary level.

Beginning with the 2012-13 academic year through the end of the 2015-16 school year, the elementary buildings within Kelloggsville Public Schools were reconfigured from neighborhood schools to grade level schools. The following grade level configurations were in place during that time; East Elementary K-1st, West Elementary 2nd -3rd, and Southeast Elementary 4th-5th. Beginning with the 2016-17 academic year, the elementary buildings within Kelloggsville Public Schools were reconfigured back to neighborhood schools as follows; East Elementary K-3rd, West Elementary K-3rd, and Southeast Elementary remained the same with 4th-5th grade levels.

At all academic levels, the Board and Superintendent shall annually review and recommend changes as may be justified by:

- 1.) Considerations of safe student transportation and travel;
- 2.) Convenience of access to schools;
- 3.) Financial and administrative efficiency;
- 4.) The need to maintain racial or ethnic balance;
- 5.) The effectiveness of the instructional program;
- 6.) A wholesome and educational sound balance of student populations.

No assignment to schools or attendance schedules shall discriminate against students on the basis of gender, race, religion, disability, or national origin. The principal shall assign students in his/her school to appropriate grades, classes, or groups. This action shall be based on consideration of the needs of the student as well as the administration of the school. In addition, the district will allow nonresident students to enroll through a Schools of Choice program and will not discriminate on the basis as described in Board of Education Policy #5113.

Status of 3-5 Year School Improvement Plan

Please click to view the [School Improvement Plan](#).

Specialized School

Students with disabilities are provided a full continuum of services in the least restrictive environment as determined by an Individualized Educational

Planning Committee. Most students receive their instruction within the Kelloggsville Public School system however, if a specialized program is deemed appropriate, programs are available throughout the county. In addition, Kelloggsville's 54th Street Academy provides a program which allows students in grades 9-12 the opportunity to earn additional or needed credits towards a high school diploma with a blended/digital learning environment.

Core Curriculum

In June 2010, the State Board of Education adopted the Common Core State Standards (CCSS) as the new standards in Michigan. These standards improved upon Michigan's current standards (the Grade Level Content Expectations and the High School Content Expectations) by establishing clear and consistent goals for learning, and allow Michigan to work collaboratively with other states to provide curricular support to schools and educators.

You will find information on the State's academic standards adopted by the State Board of Education at the link listed below. The curriculum adopted by the State Board of Education continues to meet and exceed the requirements in accordance with Public Act 25. Further details about curriculum and implementation practices (MTSS, etc.) can be accessed at the following links: http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html

Student Achievement

The scores below reflect the percentage of students achieving satisfactory performance on M-Step test for 2016-17:

3rd Grade: Reading- 39.1% Math- 36.2%

The scores below reflect the percentage of students achieving satisfactory performance on M-Step test for 2017-18:

3rd Grade: Reading- 29% Math- 35%

For detailed assessment information for all students please visit

<http://bit.ly/2Is6426>

Parent-Teacher Conference Participation Rates

Parent/guardian attendance at parent-teacher conferences is a crucial component in student success. The following number/percent of parents participated in parent-teacher conferences for 2016-2017 and 2017-18:

2016-2017:

2016 Fall Parent/Teacher Attendance Rate: 84%

2017 Winter Parent/Teacher Attendance Rate: 83%

2017-18:

Fall 2017 Parent/Teacher Attendance Rate: 90%

Winter 2018 Parent/Teacher Attendance Rate: 92%

Kelloggsville Public Schools will embrace and model a community that values diversity, learning, caring and respect and all students will become productive citizens equipped with a global perspective and the skills to meet their full potential. We thank you for being an important part of our school family and community. Your ongoing support and role in the success of West Kelloggsville School is appreciated.

Sincerely,

Eric Schilthuis

Eric Schilthuis
Principal