

# Watervliet South Elementary School

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*Carole Fetke, Principal*

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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 the South 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 me for assistance.

The AER is available for you to review electronically by visiting the following web site [Watervliet Public Schools- Annual Education Report](#), or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using 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 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.

As you can see by our Annual Education Report, as downloaded from the MI School Data website, South Elementary does not have state assessment data because the state assessment is not administered to students until they reach grade 3.

At South Elementary, we utilize EasyCBM, common grade level assessments and the NWEA computer-adaptive assessment to monitor students' progress in both reading and math. Data from these assessments are analyzed by grade level professional learning community (PLC) teams to determine the appropriate level of instruction for each child on the essential standards. All students receive this instruction during reading and math blocks and more targeted instruction during WIN ("What I Need") time. In addition, students requiring the most intensive intervention receive daily Title I services.

State law requires that we also report additional information:

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:** All students in the Watervliet Public Schools district in grades kindergarten to 2nd grade are assigned to South Elementary.
  
2. **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:** South Elementary's School Improvement Plan includes the following 5 goals:
  - #1: South Elementary will develop a sustainable culture of data-based decision making;
  - #2: All students at South Elementary will become proficient in mathematics;
  - #3: All South Elementary School students will develop literacy skills that lead to becoming proficient readers and writers;
  - #4: All students at South Elementary School will become technologically literate.
  - #5: Students' health and wellness will be a priority to all staff at South Elementary.

Progress towards reaching our School Improvement Plan goals includes:

- #1: Data Use/Culture: Teachers have received training in data interpretation and are meeting regularly in Professional Learning Community teams to review data and adjust curriculum and instruction as needed and data is being utilized for targeted assistance to students on target, above the stated goal, and for those students needing assistance in meeting the stated goal.
- #2: Math Proficiency: We are in year 4 using the upgraded Everyday Math program. Teachers have received additional training this year on use of manipulatives, "Quick Look" cards, and math games for best practice strategies in teaching young children math facts.

**Little panthers . . . small but MIGHTY!**

- #3: Literacy Proficiency: Our Professional Learning Community teams are using data collected to provide WIN (“What I Need”) time instruction for the essential learnings in literacy. Also, various interventions have been implemented to assist students in the lower quartile: WVA Phonics, Fountas and Pinnell, intensive 1:1 targeted assistance on literacy skills, etc.
- #4: Technology Literacy: All classrooms have Interactive Whiteboards and document cameras, there are grade level sets of iPads, the computer lab has been upgraded, and all teachers have received technology training. The 2nd grade team has a set of ChromeBooks that are shared and our district Technology Coach regularly provides technology lessons in 2nd grade classrooms.
- #5: Student Health & Wellness: all classrooms have focused on healthy classroom parties, the Young 5s classrooms are utilizing the Spark curriculum for purposeful student movement activities, all grade levels have access to recess carts, and we have completed a school-wide study of growth mindset coaching.

3. **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:** To meet individual needs, some students need educational programs the district cannot provide. In cooperation with Berrien Regional Educational Service Agency (BRESA) and certain neighboring districts, these students attend appropriate Special Education programs in other locations. The programs available to Watervliet students were:
- Hearing Impaired Program; located at Berrien Springs Public Schools and facilitated by Berrien RESA
  - Cognitively Impaired Program; located at Berrien Springs Middle School and facilitated by Berrien Springs Public Schools
  - Moderately to Severely Mentally Impaired Program; located at Blossomland Learning Center, Berrien Springs and facilitated by Berrien RESA
  - Early Childhood Developmentally Delayed and Autistic Impaired Program; located at Stewart Elementary and facilitated by Lakeshore Public Schools
  - Severely Emotionally Impaired and Autistic Impaired Program; located at Lighthouse Learning Center, St. Joseph, and facilitated by Berrien RESA
  - Severely Emotionally Impaired Program; located at Niles Southside and facilitated by Niles Community Schools

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- 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:** South Schools’ program of academic instruction utilizes the Michigan Core State Standards for English/Language Arts and Mathematics and the Michigan Grade Level Content Expectations for Science and Social Studies. Information on our core curriculum can be obtained by contacting the school office. The materials we use are Scott Foresman’s Reading Streets for Language Arts instruction, Everyday Math for Mathematics instruction, McGraw Hill INSPIRE! Science for science instruction and a combination of resources, along with TCI’s Social Studies Alive: Communities, for Social Studies instruction. We are not aware of any variations from the state curriculum framework. Questions about the curriculum can be directed to our district curriculum director, Susan Toothman at Central Office.
- 5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS.** South Elementary administers the NWEA MAP (Measures of Academic Progress) online computer adaptive assessment to all students in grades 1 st and 2 nd three times per year in both reading and math. NWEA Aggregate data. The percentage of students at or above the norm RIT range are:

**READING:**

	GRADE 1			GRADE 2		
	Fall	Mid Year	Year End	Fall	Mid Year	Year End
2015-16	36%	45%	50%	35%	54%	60%
2016-17	49%	46%	61%	38%	49%	58%
2017-18	40%	49%	51%	53%	56%	67%

**MATH:**

	GRADE 1			GRADE 2		
	Fall	Mid Year	Year End	Fall	Mid Year	Year End
2015-16	38%	49%	59%	35%	41%	43%
2016-17	52%	56%	71%	43%	40%	47%
2017-18	44%	48%	64%	44%	49%	59%

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- 6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES:** Parents are provided with opportunities to hold conferences with teachers to discuss individual students' progress, academic strengths, and any areas of concern. Occasionally, phone calls take the place of face-to-face conferences. Conference time is scheduled in the fall and spring of each school year. Parents were informed of conferences through school handbooks, newsletters, and electronic communication and scheduled for a specific time slot. The percentage of parents who conferenced with a teacher during each of the past 2 school years is:
- 2017-2018 Fall = 93%; Winter = 84%
  - 2016-2017 Fall = 94%; Winter = 87%
  - 2015-2016 Fall = 93%; Winter = 84%

Our mission at South Elementary School is joyful learning! As an early childhood building we recognize the importance of play and joy in building a strong academic foundation and a love of learning and we are pleased to have the support of our parents and community in this very important work!

Sincerely,

Carole K. Fetke  
Principal, South Elementary  
Watervliet Public Schools

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