



Belle River Elementary School Annual Education Report (AER) Cover Letter

December 15, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Belle River 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 Rachel Card for assistance.

The AER is available for you to review electronically by visiting the following web address <https://goo.gl/ERPPXh> or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. 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.

Our school was not given a label.

The key challenges for Belle River, as we looked at data, were writing across the curriculum, reading comprehension, science applications, and math conceptualization. Our School Improvement Plan addresses these issues with strategies that are being implemented at each grade level including Writers' Workshop conferring, close reading, and Kagan Cooperative Learning. Our school also continues to progress monitor and uses other important data to drive discussions about curriculum and instruction. These strategies and use of data also allow us to continue to focus on student achievement and closing the gaps we are noticing.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

East China School District has centralized enrollment that assigns students to a school based on residency boundaries established by the district. East China School District also participates in country-wide Schools of Choice.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Belle River Elementary engages in a continuous cycle of school improvement; conducting a comprehensive needs assessment and analyzing achievement trends, identifying areas of need and designing and implementing strategies to address the needs. As an identified School Wide Title I school, Belle River also ensures that all required school wide components are embedded within the school improvement plan. The Belle River Elementary School Improvement Plan may be viewed in its entirety at www.ecsd.us/bre. Highlights include:

BELLE RIVER ELEMENTARY

Mission Statement: Working collaboratively to ensure ALL students learn.

2016-17 School Improvement Goals:

- Belle River students will be proficient in Literacy.
- Belle River students will be proficient in Science.
- Belle River students will be proficient in Math.

Progress Toward Goals:

✓ **Literacy Goal:**

- Teachers analyze student writing data to determine interventions for students not writing at grade level.
- Teachers receive professional development on grammar strategies for Writer's Workshop.
- All teachers implement all components of Readers' Workshop, Writers' Workshop and Word Study daily.
- The Google platform for drafting and publishing is used in grades 3-5.
- Students write across the curriculum (Social Studies, Science, Reading, Writing, and Math) using claims and citing evidence to prove their thinking.
- Teachers meet quarterly in grade-level groups to analyze and track data to determine program/teaching is meeting the needs of all students and determine interventions for students not at grade level or not making gains.
- Teachers maintain a data portfolio with quarterly Fountas & Pinnell scores and teacher log-in forms, in order to track and monitor student progress and determine interventions.
- Books and resources are provided in a parent resource library to educate parents on learning and behavior strategies.

- Leveled readers for students are purchased to ensure all students are reading at their instructional levels during Reader's Workshop time.
- Teachers receive professional development on close reading and supporting the at-risk readers.
- Students are encouraged to read during the summer months, to avoid summer slippage, by participating in a summer reading program. Students who participated attend a reading celebration in September.
- Staff receive professional development on Word Study so all students are receiving Word Study instruction.
- Teachers work together/collaborate resources that aid in implementing the district ELA curriculum and using strategy groups to improve pedagogy.
- Teachers receive training on teaching across text comparisons with theme, characters, etc.
- Teachers review the protocol for administering the Fountas and Pinnell BAS.

Interventions

- Teachers monitor and share conferencing examples with at-risk students during Writers' Workshop time.
- Staff problem-solve and determine interventions for at-risk/reluctant writers.
- Title 1 teacher/paraprofessionals provide support for students who need additional support in writing.
- Students with attendance issues are identified to diagnose causes and determine interventions for the following school year.
- Students who are not reading at grade level receive Title 1 teacher support in addition to classroom teacher support (double-dipped).
- Students not reading at grade level are offered 3 weeks of reading instruction during summer school.

✓ **Science Goal:**

- Students develop science concepts and vocabulary through reading Science A-Z articles.
- Teachers receive professional development in science note-taking that includes an emphasis on claims, evidence, and reasoning in students' written responses.
- Teachers receive professional development about STEAM (Science, Technology, Engineering, Art, and Math) and Makerspace.
- Students apply comprehension strategies, such as anticipatory set, graphic organizers, and text structure during science instruction.
- Teachers receive professional development in the Next Generation Science Standards.

Interventions

- Teachers assign Science A-Z texts to students at instructional reading levels to develop science concepts and vocabulary.
- The Title 1 teacher and Title 1 paraprofessionals support students who need extra practice to develop science concepts and vocabulary.
- Teachers partner struggling learners with high achievers in Kagan Cooperative Learning groups and activities during science investigations and direct instruction.

• **Math Goal:**

- Students are encouraged to learn their multiplication facts through a systematic program in grades 3-5. Students who successfully complete the program will join the "Conga Dance" once a month, where students and staff dance through the halls in a celebratory dance line.
- A Family Math/Game Night is offered for all students and families to create math interest and develop parents' understanding of the importance and fun of math. Supplemental math materials will be purchased for hands-on experiences to meet the needs of kinesthetic learners.
- Teachers utilize varied SmartBoard lessons to create interest and understanding with varied learners.
- Students utilize the iPads in grades K-2 to internalize math concepts.
- Students demonstrate writing claims and citing evidence during their math lessons.
- All teachers differentiate math instruction to meet all students' individual needs.
- Teachers receive training with Kagan strategies and collaborative learning.
- Teachers instruct students to use the DEAL (Drawing, Equation, Answer, Label) process for solving mathematics word problems.
- Students develop and practice their mathematical skills using Moby Max.

Interventions

- Teachers re-teach skills/lessons when students do not understand concepts.
- Title 1 paraprofessionals instruct small groups of students who need extra support to reach math proficiency.
- Students who do not pass their math standard assessments are invited to attend Marvelous Math, a before-school math class which re-teaches skills with a hands-on/game format.
- Summer school is offered to students who do not pass all their math standard assessments.
- Students with attendance issues are identified to diagnose causes and determine interventions for the following school year.
- Students receive summer math fluency games to practice multiplication fluency over the summer.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Belle River Elementary implements the East China School District learning standards and provides instruction students in grades kindergarten through fifth grade. The standards incorporate the core subject areas of English language arts, mathematics, science, and social studies and are designed to challenge students to achieve their highest potential.

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

The K-12 core academic curriculum describes what a student will know and be able to demonstrate after instruction in a particular subject. East China School District develops rigorous and aligned curricula, using the State of Michigan's core curriculum and Common Core State Standards as models when reviewing and developing content areas. Grade level and/or course content expectations are developed in each content area and

instructional strategies are created along with pacing guides for instruction and assessments to measure proficiency. A copy of the core curriculum may be obtained by contacting the East China School District Department of Instruction at 810.676.1010.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

The academic progress of students in kindergarten through fifth grade is evaluated by district common assessments and reported four times annually via student report cards. Students in grades three through five also take the M-STEP test annually. Please refer to the linked report for specific scores and achievement trends.

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

An important means of communication is through annual parent-teacher conferences. During the 2015-16 school year, 99% of students' parents/guardians attended.

In conclusion, we are very proud of our students' achievements this year and are looking forward to continued progress in the years to come.

Sincerely,

A handwritten signature in black ink that reads "Rachel Card". The signature is written in a cursive, flowing style.

Rachel Card