

WOODHAVEN-BROWNSTOWN SCHOOL DISTRICT

Learning and Leading for Tomorrow

January 15, 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 Erving 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 the school's administration for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3oHYz8S> or you may review a copy in the main office at your child's school upon request.

For the 2019-20 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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. *Our school has not been given one of these labels.*

Erving Elementary staff strives to create the most impactful learning environment for all of our students through continuous monitoring of student achievement data. To raise student achievement and close learning gaps, our teachers collaborate within their Professional Learning Communities groups to analyze local assessment data to target instruction for individual and small groups of students. We utilize Multi-Tiered Systems of Support, MTSS to target individual skill deficiencies and provide additional instructional opportunities to assist students in meeting their goals. Additionally, we monitor and adjust our curriculum and assessments to meet the rigorous standards of the State of Michigan, and offer on-going and high-quality professional development for our staff. We work to engage our parents and community through opportunities to meet and discuss their child's progress, and utilize multiple communication outlets to provide information and supports.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

WBSD Admission and Enrollment 2000.01

Resident Students-Michigan law establishes which students have the right to attend school in the School District. The Superintendent will develop and implement regulations for the enrollment of resident students and their assignment to School District schools, facilities and programs. The Superintendent may also develop and implement regulations for intra-district open enrollment.

Nonresident Students-Nonresident students may be permitted to enroll in the School District, as described below. Enrollment decisions will be made on a nondiscriminatory basis.

Schools of Choice-The Board may choose to permit the enrollment of nonresident students through a schools of choice program. If a program is adopted, the Superintendent will develop and implement regulations for the

enrollment of nonresident schools of choice students. Students duly enrolled through a schools of choice program will, thereafter, be considered School District students for all curricular and extracurricular purposes

The Status of the 3-5 Year School Improvement Plan

All Erving students will be proficient or exhibit growth improvement in ELA by 2024

- 61.27% of students will demonstrate proficiency or growth improvement by 6/30/2020 as measured by state assessments
 - Balanced Literacy
 - Modeled, shared, guided, and independent reading and writing
 - Whole group instruction (Journeys)
 - Data-Driven Decision Making
 - Progress monitoring- running records, DRA2, MLPP, STAR Reading
 - Review, analysis, collaboration, and instructional planning within PLC meetings
 - Professional Development
 - Journeys PD
 - Job Embedded Coaching
 - PD opportunities relevant to ELA instruction and the Leader in Me initiative
 - Parent Involvement
 - Leader in Me Leadership Binders
 - Standards-based report cards and student-led conferences
 - Student-created, measurable learning goals
 - Integrating Technology with ELA Instruction
 - Integrating technology into the ELA curriculum, including iPads, interactive whiteboards, Chromebooks, and PCs
 - Software/Apps/Programs such as System 44, Accelerated Reader, and Raz Kids
 - Tiered and Targeted ELA Instruction
 - Tier I and II instruction within the classroom
 - Push-in and pull-out support from At-Risk Teacher, Title I Teacher, or At-Risk para
 - Differentiated Instruction
 - Instruction based on students' ELA needs
 - Extended Learning
 - Summer program
 - Extended Day ELA opportunities
 - Align Curriculum, Instruction, Assessment to State standards
 - Professional Development
 - PLC time for common assessments and data analysis
 - Interventions
 - Title I and 31a support for students at risk for not meeting the curricular objectives
 - Support Classes
 - Technology - System 44, Accelerated Reader, Solo 6

- English Language Learners Services

All Erving students will be proficient or exhibit growth improvement in mathematics by 2024

- 57.46% of students will demonstrate proficiency or growth improvement by 6/30/2020 as measured by state assessments
- Data-Driven Decision Making/Leader in Me
 - Progress monitoring- STAR Math, Math Expressions assessments, state assessments
 - Review, analysis, collaboration, and instructional planning within PLC meetings
- Professional Development
 - Math Expressions PD
 - Job Embedded Coaching
 - PD opportunities relevant to math instruction and the Leader in Me initiative
- Parent Involvement
 - Leader in Me Leadership Binders
 - Standards-based report cards and student-led conferences
 - Home and School Connection (Math Expressions)
- Integrating Technology with Mathematics Instruction
 - Integrating iPads, interactive whiteboards, Chromebooks, and PCs into the math curriculum
- Software/Apps/Programs such as Sumdog, xtramath.org, FASTT Math, and Moby Math
- Tiered and Targeted Math Instruction
 - Tier I and II instruction within the classroom
 - Push-in and pull-out support from the Title I teachers and At-Risk para
- Differentiated Instruction
 - Instruction based on students' math needs
- Extended Learning
 - Summer program
 - Extended Day mathematics opportunities
- Align Curriculum, Instruction, and Assessment to the State Standards
- TIPM training
- PLC time for common assessments and data analysis
- Professional Development in assessment and data
- Monitor implementation of Math Expressions and Big Ideas
- Interventions
- Title I and 31a support for students at risk for not meeting the curricular objectives
- Support classes
- Technology - IXL, Sumdog, ThinkCentral

All Erving students will be proficient or exhibit growth improvement in science by 2024

- 43.33% of students will demonstrate proficiency or growth improvement by 6/30/2020 as measured by state assessments
- Differentiated Instruction

- Multiple methods of instruction to meet the needs of the students
- Extended Learning Opportunities
 - Summer program
 - Extended Day
- Align Curriculum, Instruction, and Assessment to the State Standards
- PLC time to develop curriculum maps and units
- Professional Development in NGSS content and instructional practices
- Inquiry based instruction
- Professional development in inquiry based lessons
- PLC time to create inquiry based lessons to implement in classroom
- Integration of literacy in science
- Professional Development in close and critical reading
- Integration of vocabulary strategies

All Erving students will be proficient or exhibit growth improvement in Social Studies by 2024

- 47.42% of students will demonstrate proficiency or growth improvement by 6/30/2020 as measured by state assessments
- Delivery of Instruction
 - Use research based strategies for social studies instruction
- Differentiated Instruction
 - Meet diverse needs of students, including using appropriate content area leveled non-fiction books aligned to the curriculum
- Extended Learning Opportunities
 - Summer program
 - Extended Day
- Align Curriculum, Instruction, and Assessment to the State Standards
 - PLC time to develop curriculum maps, units, and common assessments
 - Professional Development related to content and instruction for implementation of the social studies standards
 - Integration of literacy in social studies
 - Professional Development in close and critical reading
 - Integration of vocabulary strategies

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

The Woodhaven-Brownstown School District works diligently to provide educational access to all of its students to meet their diverse learning needs. The district provides early education experiences to our students as well as surrounding districts through our TOTE program. Teach Our Tots Early (TOTE) is an infant/toddler special education program for developmentally delayed children birth to three years of age. As part of Early On Wayne County, we service children who qualify for special education in their home setting. Gudith Elementary houses our cognitively impaired program for the district as well as the ECP classroom. Students residing in Woodhaven-Brownstown also are sent to consortium center-based programs based on their educational needs. In addition, our district participates in a career and technical consortium that allows our students at the high school to take courses in skilled trades classes that provide experiences for college and career readiness.

The Core Curriculum

The Woodhaven-Brownstown School District's core curriculum is based upon the State of Michigan standards in all subjects. These standards serve as a framework for instruction and assessment in all of our classrooms. Curriculum recommendations are reviewed by district stakeholders through a comprehensive process including administration, teachers, district level staff, and the Board of Education. Teachers meet regularly in their professional learning communities to continually review and assess the curriculum and student learning. The standards for our core curriculum can be found on our district website.

Aggregate Student Achievement Results from Local Competency Tests

The Woodhaven-Brownstown School District assesses its students three times a year using STAR Reading and Math as a universal screener to determine student skill deficiencies and interventions. The assessment is a computer adaptive assessment aligned to Michigan content standards. This test assists teachers in determining proper learning progressions for students and for instructional grouping.

STAR READING - The results of the percentage of students above the 44th percentile

Grade	% Spring 2019	% Spring 2020
1	71%	N/A
2	74%	53%
3	49%	68%
4	73%	58%
5	55%	56%

STAR MATH - The results of the percentage of students at or above the 40th percentile

Grade	% Spring 2019	% Spring 2020
1	2%	N/A
2	93%	82%
3	71%	79%
4	86%	67%
5	67%	57%

Percent of parents participating in Parent-Teacher Conferences

Year	Percentage of Parents Participating
2018-19	91%
2019-20	88%

Thank you for your ongoing support of the children at Erving Elementary School and the Woodhaven-Brownstown School District. Please feel free to contact me or any of our professional staff to discuss how we may better serve the needs of the community.

Sincerely,
Caterina Berry
Principal, Erving Elementary School