

WOODHAVEN-BROWNSTOWN SCHOOL DISTRICT

Learning and Leading for Tomorrow

January 6, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for the Gudith 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 <http://bit.ly/2VYUEGJ>, or you may review a copy in the main office at your child's school upon request.

For the 2018-19 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. *Our school has not been given one of these labels.*

By conducting a comprehensive needs assessment, we were able to identify math and science as our most critical needs. With this information, we formulated clear and detailed goals, objectives, and strategies to address our needs in all curricular areas that target the whole school population and specific subgroups/gaps that are identified. To that end, we have incorporated the pillars of formative assessment to our regular practice to meet the needs of all students and sub groups.

Gudith Elementary has made positive shifts in developing a more effective learning environment and improving students' reading achievement. We will continue to analyze our achievement gaps, including the newest subgroup, which consists of the lowest performing 30% of students in the school. To raise achievement and close the gaps, our research-based actions include: targeting the low performers through a strong MTSS model; aligning, managing and monitoring curriculum; effective leadership; building instructional capacity; engaging parents and community; implementation of reading and writing programs that are regular and focused; understanding and holding high expectations for at-risk students.

State law requires that we also report additional information.

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

During the 2019-2020 school year, the Gudith Elementary academic and financial resource plan aligned to our school goals.

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

- 60% of students will demonstrate proficiency or growth improvement by 6/30/2020 as measured by state assessments
 - Multi Tiered System of Support
 - Provide tier 2 and 3 interventions
 - Professional Development
 - Data driven decision making
 - Formative Assessment Process
 - Clear Learning Targets
 - Effective Questioning
 - Descriptive Actionable Feedback
 - Students as Self Assessors
 - Students as Peer Assessors
 - Professional Learning Communities
 - Grade level teams
 - Cross content connections
 - Target areas of Low proficiency
 - Curriculum Alignment
 - Differentiated Instruction
 - Daily 5 and CAFE Instruction
 - Use of the Leveled Library
 - Extended Learning Opportunities

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

- 48% of students will demonstrate proficiency or growth improvement by 6/30/2020 as measured by state assessments
 - Curriculum Alignment
 - Differentiated Instruction
 - Math Workshop
 - Target Areas of Low Proficiency
 - Professional Learning Communities
 - Grade level teams
 - Cross content connections
 - Multi Tiered System of Support
 - Tier 2 and 3 interventions
 - Professional Development
 - Data Driven decision making
 - Formative Assessment
 - Clear Learning Targets
 - Effective Questioning
 - Descriptive Actionable Feedback
 - Students as Self Assessors
 - Students as Peer Assessors
 - Extended Learning Opportunities

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

- 53.99% of students will demonstrate proficiency or growth improvement by 6/30/2020 as measured by state assessments

- Target areas of Low proficiency
- Multi Tiered System of Support
 - Provide tier 2 and 3 interventions
 - Professional Development
 - Data driven decision making
- Professional Learning Communities
 - Grade level teams
 - Cross content connections
- Curriculum Alignment

- Formative Assessment Process
 - Clear Learning Targets
 - Effective Questioning
 - Descriptive Actionable Feedback
 - Students as Self Assessors
 - Students as Peer Assessors
- Extended learning Opportunities
 - Family Science Nights

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

- 55.91% of students will demonstrate proficiency or growth improvement by 6/30/2019 as measured by state assessments

- Target areas of Low proficiency
- Multi Tiered System of Support
 - Provide tier 2 and 3 interventions
 - Professional Development
 - Data driven decision making
- Professional Learning Communities
 - Grade level teams
 - Cross content connections

- Curriculum Alignment
- Formative Assessment Process
 - Clear Learning Targets
 - Effective Questioning
 - Descriptive Actionable Feedback
 - Students as Self Assessors
 - Students as Peer Assessors

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 2018	% Spring 2019
1	68.9	77.1
2	62.9	76.3
3	64.9	55.8
4	55.8	70.3
5	NA	NA

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

Grade	% Spring 2018	% Spring 2019
1	87.3	95.4
2	79.6	88.1
3	86.2	76.4
4	76.7	78.4
5	NA	NA

Percent of parents participating in Parent-Teacher Conferences

Year	Percentage of Parents Participating
2017-18	87%
2018-19	86%

Thank you for your ongoing support of the children at Gudith 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,

Tom Martin
Principal, Gudith Elementary School