



Excellence Every Day

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School Annual Education Report (AER) Cover Letter

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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 R. B. Boyce 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 Scott Yenchar (616)527-0571 for assistance.

The AER is available for you to review electronically by visiting the following web site [<LINK TO BOYCE ELEMENTARY SCHOOL'S COMBINED 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.

Boyce Elementary School continues to make sure all students grow educationally. One of the key challenges, as evidenced by the data contained in this report, is to accelerate the growth of all students, including our economically disadvantaged students and students with disabilities

subgroups in reading, math, science and social studies. In the area of reading, students receive 90 minutes of daily uninterrupted reading instruction. All students also receive 30 minutes of WIN (What I Need) time. This is a Tier 2 intervention where students work with teachers and paraprofessionals in a small group setting on their individual needs. Our staff is participating in the HiL Grant through the Reading Now Network and is currently looking at our Tier 1 reading instruction to make sure we are targeting the skills our students need and focused on delivering instruction using best practices and the Literacy Essentials. Our school is also participating with MiBLSI to develop an articulated MTSS to help staff and students reach their potential. Our school-wide Strategic Plan has been focusing on reading, using our data to target interventions, and implementation of a school-wide behavior system (PBIS) to increase student engagement and time on task.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Ionia Public Schools has five neighborhood elementary schools. Student assignment is based primarily upon geographic location. Class size, special education needs, and transportation availability are other factors that are also considered when students are placed at district elementary schools by Central Office Personnel. This process is consistent from year to year and has been in place for several years.

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

Boyce Elementary School **School Improvement Summary** **2017-2018 Goals, Objectives, Strategies and Activities**

Goal # 1: All students will be proficient in ELA

Measurable Objectives:

- 80% of 3rd, 4th, and 5th grade students will demonstrate proficiency in achievement in ELA by 6/5/2019 as measured by M-STEP.
- 80% of all students will demonstrate a proficiency in achievement in ELA by 6/5/2019 as measured by DIBELS Next Composite Score.
- 60% of all students will demonstrate a proficiency by meeting their end of the year projected RIT score in ELA by 6/5/2019 as measured by NWEA.
- 80% of K, 1st, and 2nd grade students will demonstrate proficiency in achievement of 3 points or higher in ELA by 6/5/2019 as measured by the District Writing Prompt.
- 80% of 3rd, 4th, and 5th grade economically disadvantaged students will demonstrate proficiency in achievement in ELA by 6/5/2019 as measured by M-STEP.
- 80% of 3rd, 4th, and 5th grade students with disabilities will demonstrate proficiency in achievement in ELA by 6/5/2019 as measured by M-STEP.

Strategy/Activities:

Curriculum and Instruction Engagement

- Implementation of Reading Wonders
- 5D+ of Teaching and Learning
- K-2 Take Home Reading Program
- Classroom Libraries
- Data Display
- Grade Level Reading Goals
- Formative Assessment
- Learning Targets/Success Criteria
- Student Engagement Strategies

Professional Learning and Collaboration

- Classroom Learning Labs
- Curriculum Committees
- MiBLSI Training
- PLC Work Time
- Assessment Training
- Support Staff Training

Student and Family

- 100% Conference Contact
- Curriculum Nights
- Parent Advisory Group
- Truancy Prevention

Timely and Additional Assistance in Behavioral and Academic Areas

- Instructional Consultation Team
- Data Review Meetings
- Response to Intervention
- Individual Reading Plans
- Paraprofessionals and Interventionists

Goal # 2: All students will be proficient in Math

Measurable Objectives:

- 80% of 3rd, 4th, and 5th grade students will demonstrate proficiency in achievement in Mathematics by 6/5/2019 as measured by M-STEP.
- 60% of all students will demonstrate a proficiency by meeting their end of the year projected RIT score in Mathematics by 6/5/2019 as measured by NWEA.
- 80% of all students will demonstrate proficiency in achievement in Mathematics by 6/5/2019 as measured by Unit Math Tests..
- 80% of 3rd, 4th, and 5th grade economically disadvantaged students will demonstrate proficiency in achievement in Mathematics by 6/5/2019 as measured by M-STEP.

- 80% of 3rd, 4th, and 5th grade students with disabilities will demonstrate proficiency in achievement in Mathematics by 6/5/2019 as measured by M-STEP.

Strategy/Activities:

Curriculum and Instruction Engagement

- Implementation of Math Expressions
- 5D+ of Teaching and Learning
- Performance Tasks
- Number Talks
- Data Display
- Student Engagement Strategies
- Formative Assessment
- Learning Targets/Success Criteria

Professional Learning and Collaboration

- Classroom Learning Labs
- Curriculum Committees
- MiBLSI Training
- PLC Work Time
- Assessment Training
- Support Staff Training
- Number Talk PD

Student and Family

- 100% Conference Contact
- Curriculum Nights
- Parent Advisory Group

Timely and Additional Assistance in Behavioral and Academic Areas

- Instructional Consultation Team
- Paraprofessionals and Interventionists
- Data Review Meetings
- Response to Intervention

Goal # 3: All students will make positive behavior choices.

Measurable Objectives:

- 80% of all students will demonstrate a behavior that is appropriate based on the Positive Behavior Interventions and Supports System by 6/5/2019.

Strategy/Activities:

Curriculum and Instruction Engagement

- Positive Behavior and Intervention Supports
- 5D+ of Teaching and Learning
- Formative Assessment

- Learning Targets/Success Criteria
- Student Engagement Strategies

Professional Learning and Collaboration

- **MIBLSI Training**
- **Fidelity Checks**

Student and Family

- **Parent Advisory Group**

Timely and Additional Assistance in Behavioral and Academic Areas

- **Instructional Consultation Teams**

Goal # 4: All students will be proficient in science.

Measurable Objectives:

- 80% of 5th grade students will demonstrate a proficiency in achievement in science by 6/5/2019 as measured by M-Step.
- 80% of 5th grade economically disadvantaged students will demonstrate a proficiency in achievement in science by 6/5/2019 as measured by M-Step.
- 80% of 5th grade students with disabilities will demonstrate a proficiency in achievement in science by 6/5/2019 as measured by M-Step.

Strategy/Activities:

Curriculum and Instruction Engagement

- Mystery Science
- 5D+ of Teaching and Learning
- Formative Assessment
- Learning Targets/Success Criteria
- Student Engagement Strategies

Professional Learning and Collaboration

- **Classroom Learning Labs**
- **Curriculum Committees**

Student and Family

- **100% Conference Contact**
- **Curriculum Nights**
- **Parent Advisory Group**
- **Truancy Prevention**

Timely and Additional Assistance in Behavioral and Academic Areas

- **Instructional Consultation Teams**

- **Paraprofessionals and Interventionists**

Goal # 5: All students will be proficient in social studies.

Measurable Objectives:

- 80% of 5th grade students will demonstrate a proficiency in achievement in social studies by 6/5/2019 as measured by M-Step.
- 80% of 5th grade economically disadvantaged students will demonstrate a proficiency in achievement in social studies by 6/5/2019 as measured by M-Step.
- 80% of 5th grade students with disabilities will demonstrate a proficiency in achievement in social studies by 6/5/2019 as measured by M-Step.

Strategy/Activities:

Curriculum and Instruction Engagement

- Implement Kids Discover Pilot
- 5D+ of Teaching and Learning
- Formative Assessment
- Learning Targets/Success Criteria
- Student Engagement Strategies

Professional Learning and Collaboration

- **Classroom Learning Labs**
- **Curriculum Committees**

Student and Family

- **100% Conference Contact**
- **Curriculum Nights**
- **Parent Advisory Group**
- **Truancy Prevention**

Timely and Additional Assistance in Behavioral and Academic Areas

- **Instructional Consultation Teams**
- **Paraprofessionals and Interventionists**

Boyce Elementary School
School Improvement Summary
2016-2017 Goals, Objectives, Strategies and Activities

Goal #1:ELA (Reading and Writing): All students will be proficient in ELA.

Measurable Objectives

- 1: 55% of 3rd-5th grade students will demonstrate a proficiency in achievement in ELA by 6/9/17 as measured by M-Step.
- 2: 55% of 3rd-5th grade male students will demonstrate a proficiency in achievement in ELA by 6/9/17 as measured by M-Step.
- 3: 55% of 3rd-5th grade economically disadvantaged students will demonstrate a proficiency in achievement in ELA by 6/9/17 as measured by M-Step.
- 4: 80% of 2nd-5th grade students will demonstrate a proficiency as shown by a score in the no risk category in ELA by 6/9/17 as measured by STAR Reading.
- 5: 80% of K-5th grade students will demonstrate a proficiency as shown by a composite score in the no risk category in ELA by 6/9/17 as measured by DIBELS Next.
- 6: 80% of K-5th grade students will demonstrate a proficiency as shown by a score in the no risk category in ELA by 6/9/17 as measured by the 15 Point District Writing Rubric.

Strategy Statement

The instructional staff will use the Reading Wonders Program with fidelity to engage students in ELA (Reading and Writing) at all grade levels.

Activities

Title I Paraprofessionals and Interventionists, RTI groups, Small Group Instruction, Take Home Reading Program, Formative Assessment, STAR Instructional Planning, Informational Text Exposure, Paraprofessional/Interventionist Training, Classroom Learning Labs/Instructional Rounds and Coaching, Strategic Non-fiction Writing in Science and Social Studies, Reading Nights

Goal #2: Math: All students will be proficient in math.

Measurable Objectives

- 1: 50% of 3rd-5th grade students will demonstrate a proficiency in Mathematics by 6/9/17 as measured by M-Step.
- 2: 50% of 3rd-5th grade economically disadvantaged students will demonstrate a proficiency in achievement in Mathematics by 6/9/17 as measured by M-Step.
- 3: 50% of students with disabilities will demonstrate a proficiency in achievement in Mathematics by 6/9/17 as measured by M-Step.
- 4: 80% of K-5th grade students will demonstrate a proficiency of 70% or better in Mathematics by 6/9/17 as measured by the District Unit Math Tests.
- 5: 100% of 2nd-5th grade students will demonstrate a proficiency as shown by a score in the no risk category in Mathematics by 6/9/17 as measured by Star Math.

Strategy Statement

Conceptual Math Instruction – Teachers will continue the use of the adopted math textbook series and resources to teach the math curriculum in a more conceptual manner for at least 60 minutes every day. In addition, teachers will use formative assessment strategies to inform their instruction.

Activities

Formative Assessment, K-5 Common Instructional Materials, Title I Paraprofessionals and Interventionists, Star Instructional Planning, Pyramid Response to Intervention, Paraprofessional Training in Math Expressions, Classroom Learning Labs/Instructional Rounds and Coaching

Goal #3: Science: All students will be proficient in science.

Measurable Objective

20% of 4th grade students will demonstrate a proficiency in achievement in science by 6/9/17 as measured by M-Step.

Strategy Statement

Teachers will teach the New Michigan Science Standards core ideas, incorporating the Science and Engineering Practices and cross-cutting concepts as appropriate.

Activities

Implementation of curriculum, Writing to Learn Science, Informational Text Exposure, Classroom Learning Labs/Instructional Rounds and Coaching

Goal #4: Social Studies: All students will be proficient in social studies.

Measurable Objective

25% of students will demonstrate a proficiency in achievement in social studies by 6/9/17 as measured by M-Step.

Strategy Statement

Implementation of MC3 Social Studies Curriculum and Resources – All grade level teachers will continue to implement MC3 Social Studies Curriculum using the district provided materials/resources.

Activities

Implementation of MC3, Writing to Learn in Social Studies, Informational Text Exposure, Pyramid Response to Intervention, Classroom Learning Labs/Instructional Rounds and Coaching

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

While Boyce does house one Emotionally Impaired Classroom, it is primarily a kindergarten through fifth grade elementary school, not a specialized school.

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

Curriculum Development at Ionia Public Schools – Elementary Schools, 2017-2018

Curriculum development at Ionia Public Schools is a process that requires a large commitment from the teachers and administrators involved. These stakeholders must accept the responsibility for interpreting and aligning the Michigan Standards. They are developing or have developed essential component curriculum maps and learning targets from these standards in math and ELA. These stakeholders were also involved in researching, and recommending materials. All buildings and grade levels are represented at every content area committee. Curriculum is completed in the district both during the school year and the summer months. As curriculum documents are developed, they are placed onto the district google drive in order for all staff to access these documents electronically for review and use in the classroom.

The district continues to make a commitment to the process of installing a Multi-Tiered System of Support. The research that supports this process shows that the achievement of all students increases. In addition, the research shows that the greatest gains are for at-risk students. The district has made a commitment to continuing to expect high achievement for all while closing the existing achievement gaps.

The curriculum focus for this year continues to be the alignment and mapping of Math Expression Common Core Edition and Reading Wonders 2011 Edition based on student achievement. We have established minimum instructional times for Math, English Language Arts, Science and Social Studies. Some content areas developed and implemented common assessments that have been revised and that teachers will administer. The data from these common assessments will gauge our academic success and guide instruction.

We continue to teach reading at all levels. Data shows that the skills of our students are increasing. We have begun supporting grade level problem solving for reading and behavior. Elementary teachers are working hard to support students with phonics and phonemic awareness. Number talks are being utilized during mathematics instruction. Elementary schools have also implemented Mystery Science and have been seeing increases in student engagement and interest in science.

Academic success and improvement is of vital importance at Ionia Public Schools. Through continuous reflection and professional development, our teachers work to improve learning for all students.

To access a copy of the Ionia Public Schools' Core Curriculum, please contact Curriculum Director, Jennifer Burns, at 616-527-9280.

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The district continues to make a commitment to the process of Assessment FOR Learning. The research that supports this process shows that the achievement of all students increases. In addition, the research shows that the greatest gains are for at-risk students. The district has made a commitment to continuing to expect high achievement for all while closing the existing achievement gaps.

The curriculum focus for this year continues to be the alignment and mapping of Math Expression Common Core Edition and Reading Wonders 2011 Edition. We have established minimum instructional times for Math, English Language Arts, Science and Social Studies. Some content areas developed and implemented common assessments that have been revised and that teachers will administer. The data from these common assessments will gauge our academic success and guide instruction.

We continue to teach reading at all levels. Data shows that the skills of our students are increasing. We conducted grade-level professional development focusing on elementary opinion writing based on our data analysis from last spring. We looked intently at the technology tools within the program to support the Michigan Technology Standards. The elementary teachers are working very hard to implement the new Math Expressions materials along with the continued implementation of the Reading Wonders and MC3. The elementary staff stand ready to make the transition to the new Michigan Science Standards. Elementary staff has received training on the shifts of the new standards and pilots have been started to test out curriculum that will support the new standards.

Academic success and improvement is of vital importance at Ionia Public Schools. Through continuous reflection and professional development, our teachers work to improve learning for all students.

To access a copy of the Ionia Public Schools' Core Curriculum, please contact Curriculum Director Jennifer Arnswald (616-527-9280).

As seen above, the core curriculum focus for the previous school year (2016-2017) was very similar to the focus for the 2017-2018 school year. One of the main differences is the mention of the Multi-Tiered System of Support outlined in paragraph two of the 2017-2018 school year.

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

NWEA Mean RIT

| | Mean RIT (Reading) 2017/2018 | Mean RIT (Math) 2017/2018 |
|-----|---------------------------------|------------------------------|
| K | 158.5 (Norm 158.1) | 162.4 (Norm 159.1) |
| 1st | 178.4 (Norm 177.5) | 179.1 (Norm 180.8) |
| 2nd | 190.8 (Norm 188.7) | 194.3 (norm 192.1) |
| 3rd | 192.8 (Norm 198.6) | 196.4 (Norm 203.4) |
| 4th | 205.4 (Norm 205.9) | 208.8 (norm 213.5) |
| 5th | 211.6 (Norm 211.8) | 216.5 (Norm 221.4) |

STAR Early Literacy/Reading Median SGP

| | Median SGP 2016/2017 | Median SGP 2015/2016 |
|-----------------|-------------------------|-------------------------|
| K | 64 | 71 |
| 1 st | 66 | 65.5 |
| 2 nd | 65.5 | 68.5 |
| 3 rd | 76.5 | 62.5 |
| 4 th | 60.5 | 64 |
| 5 th | 51 | 52 |

STAR Early Math Median SGP

| | Median SGP 2016/2017 | Median SGP 2015/2016 |
|-----------------|-------------------------|-------------------------|
| K | NA | NA |
| 1 st | 81 | 70.5 |
| 2 nd | 71 | 62 |
| 3 rd | 59 | 45.5 |
| 4 th | 49.5 | 74 |
| 5 th | 66 | 63 |

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

Fall Conferences
 September 27 and 28, 2017 (K-3)
 October 30 and November 2, 2017 (4-5)

| | | |
|-----|---------|------|
| K | 26/26 | 100% |
| K | 26/26 | 100% |
| 1st | 27/28 | 96% |
| 1st | 28/28 | 100% |
| 2nd | 23/24 | 96% |
| 2nd | 23/25 | 92% |
| 3rd | 25/27 | 93% |
| 3rd | 26/26 | 100% |
| 4th | 23/23 | 100% |
| 4th | 21/21 | 100% |
| 5th | 29/30 | 97% |
| 5th | 28/29 | 97% |
| EI | 6/6 | 100% |
| | 311/319 | 97% |

Spring Conferences
 March 26 and 28, 2018

| | | |
|-----|---------|------|
| K | 26/27 | 96% |
| K | 22/25 | 88% |
| 1st | 26/27 | 96% |
| 1st | 22/25 | 88% |
| 2nd | 25/25 | 100% |
| 2nd | 20/24 | 83% |
| 3rd | 24/25 | 96% |
| 3rd | 28/28 | 100% |
| 4th | 24/24 | 100% |
| 4th | 23/23 | 100% |
| 5th | 28/31 | 90% |
| 5th | 25/28 | 89% |
| EI | 5/7 | 71% |
| | 298/319 | 93% |

Fall Conferences

November 1st and 3rd, 2016

| | | |
|-----|---------|------|
| K | 24/25 | 96% |
| K | 26/26 | 100% |
| 1st | 23/23 | 100% |
| 1st | 24/24 | 100% |
| 2nd | 26/28 | 93% |
| 2nd | 27/28 | 96% |
| 3rd | 25/25 | 100% |
| 3rd | 21/21 | 100% |
| 4th | 31/31 | 100% |
| 4th | 25/27 | 92% |
| 5th | 26/27 | 96% |
| 5th | 24/27 | 89% |
| EI | 5/7 | 71% |
| | 307/319 | 96% |

Spring Conferences
March 28th and 30th, 2017

| | | |
|-----|---------|------|
| K | 25/27 | 93% |
| K | 26/26 | 100% |
| 1st | 24/24 | 100% |
| 1st | 24/24 | 100% |
| 2nd | 28/28 | 100% |
| 2nd | 28/28 | 100% |
| 3rd | 23/24 | 96% |
| 3rd | 20/20 | 100% |
| 4th | 30/30 | 100% |
| 4th | 26/27 | 96% |
| 5th | 26/27 | 96% |
| 5th | 22/25 | 88% |
| EI | 4/8 | 50% |
| | 306/318 | 96% |

Many congratulations to the hard-working students, parents and staff of Boyce Elementary School. Test results show that Boyce students are doing a solid job learning the taught curriculum. While achievement levels are high, there is still room for much improvement. I look forward to the 2018-2019 school year as we implement the strategies and activities of our School Improvement Plan and continue to work together to inspire our students to even greater levels of achievement.

Sincerely,

Scott Yenchar