



# Wyandotte Public Schools

“Educate – Inspire - Empower”

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March 15, 2019

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 Washington 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 Kristin McMaster for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2H8vjWz> , 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.

At Washington Elementary School we engage in Professional Learning Communities (PLCs) to continually assess the growth and progress of our students in math, reading, and language to seek ways to improve. Our students take the NWEA assessment three times a year to track individual student growth and expected achievement progress. Using these reports, teachers establish individualized goals and instructional plans for our students. The first two years of the MSTEP Assessment showed a decline in our student assessment scores at our school. In an effort to target academic improvement, we are continuing the focused and dedicated work of the PLC process by developing a guaranteed and viable curriculum in ELA and Math, creating quality common formative assessments to measure mastery in our essential learnings, and engaging in focused professional development in PLCs and researched based best practices in instruction.

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It is the policy of the Wyandotte Board of Education that no person shall, on the basis of race, color, religion, national origin or ancestry, sex, age, disability, height, weight, or marital status be excluded from participation in, be denied the benefits of, or be subjected to discrimination with respect to any educational program, activity, or employment.

We also developed and began implementation of a new 2016-2020 School Improvement Plan (SIP) that prioritizes the instructional shifts of the Common Core State Standards (CCSS). Additionally, teachers at Washington Elementary have committed to differentiated instructional practices by using Daily 5 Reading and Daily 5 Math within their own classrooms as well as through a systematic approach within each grade level. These instructional designs balance whole group instruction, small group instruction, and one-on-one conferencing with students.

1. School Assignment: Grades K-5 students residing in the City of Wyandotte are assigned elementary buildings in one of two ways: Area Residency - geographic boundaries have been established around each elementary building taking into consideration city boundaries, major thoroughfares, railroads, and natural boundaries (creeks, rivers). Limited Open Enrollment - parents may apply for their children to attend any District elementary school. Approval for Limited Open Enrollment (LOE) and Nonresident Open Enrollment (CHOICE) attendance depends on space availability in the selected school and previous behavior reports. Students in grades 9-12 living in Wyandotte enroll at Roosevelt High School; and in grades 6-8 enroll at Wilson Middle School.

2. School Improvement Status: Washington Elementary School staff meets regularly in Professional Learning Communities to do the work of school improvement as a process of continuous improvement. Washington Elementary School has met all the standards for eligibility of a school-wide Title I school. Our academic goals are to improve achievement in reading in expository text, including science and social studies, writing, and mathematics. Our organizational goal is to increase our positive school climate. We launched a new School Improvement Plan this year that will evaluate and revise through 2020.

3. Curriculum: The District has implemented the Common Core State Standards (CCSS) as its curriculum and each school is in the process of prioritizing the standards to develop a guaranteed and viable curriculum. The goal we are currently working on is to develop a district guaranteed and viable curriculum in our PLC work. At Washington, we have completed our Reading and Math guaranteed and viable curriculum which prioritized our most critical standards. We have developed our guaranteed and viable curriculum across the district in Reading and are currently working on our Math. The CCSS can be found at [www.corestandards.org](http://www.corestandards.org)

4. Student Achievement: Student achievement is measured in numerous ways by Washington Elementary Staff. All of our 3-5th grade students participate in Michigan's MSTEP testing. In addition, a variety of assessment tools are used to evaluate student progress including: reading fluency and comprehension assessments using Developmental Reading Assessment (DRA) and/or Individual Reading Inventory (IRI); NWEA assessment; and various classroom assessments. Generally, our aggregate data shows a need for improvement in overall academic achievement in all subject areas. Our school saw a decline in 2014 when the assessment transitioned to M-STEP. We began initiating deep and deliberate implementation of PLCs and are seeing improvements in our scores. We believe in the powerful process of PLCs and look forward to reaping the academic gains through continued development and sustained practice.

5. Parent-Teacher Conference Data: The 2016-2017 school year data shows 96% of Washington parents attending Parent-Teacher Conferences in the fall and/or spring. The 2017-2018 school year data shows 94% of Washington parents attending Parent-Teacher Conferences in the fall and/or spring.

The staff, students, and parents of Washington Elementary believe in working together to ensure high levels of academic growth and success for all of our students. The vision and mission of our district and school is strong. I congratulate all the students and stakeholders of Washington Elementary School in the district of Wyandotte for making student growth a priority and for committing to academic excellence for our children.

Sincerely,

*Kristin McMaster*

Principal, Washington Elementary School, 1440 Superior, Wyandotte, MI 48192