



WALTERS ELEMENTARY

MARSHALL PUBLIC SCHOOLS

A Rich Tradition of Excellence

May 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2017-2018 educational progress for Walters Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Paul Holbrook, principal at Walters Elementary School for assistance.

The AER is available for you to review electronically by visiting the following web site www.marshall.k12.mi.us. Once there please click on the tab labeled schools and select Walters. The AER report is located in the upper left-hand corner. Additionally, the document is available in the main office at your child's school.

For the 2017-18 year, schools were identified using some new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has one or two 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. An Additional Targeted Support (ATS) school is one that has at least three underperforming subgroups. Walters Elementary School was not given any labels.

Here is some additional information about Walters Elementary.

1. **Assigning pupils to school:** The process we utilize for assigning pupils to our school revolves around the concept of neighborhood school boundaries as much as possible. Additionally, in order to maintain equity and an optimal learning environment, we place a strong emphasis on balancing our class sizes across all schools. To manage this we place students into our school that has the lowest class size.



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2. **School Improvement Plan:** Our School Improvement Plan is a working document that drives our quest to continuously review, analyze, and adapt our instruction and curriculum to meet the ever-changing needs of our students. Our School Improvement Plan is utilized as a framework or map that drives our curricular expectations and instructional practices.
3. **Specialized Schools:** Currently, we do not provide a "specialized" school at our level, as we provide a positive and appropriate learning environment for all of our students.
4. **Core Curriculum:** Our core curriculum documents are available for review within each of our classrooms and our principal's office (as per subject and/or grade level). Grade Level and Content Expectations for all grade levels are also available for review on the www.michigan.gov/mde website. We continually review and refine our core curriculum documentation and instructional practices utilizing professional staff input committees. These committees bring forth any proposed curriculum changes to our Curriculum Council for review and possible approval. Curriculum Council recommendations then go before our school district Board of Education for approval. With Board approval, professional development (if needed) takes place for all pertinent staff members. Implementation within the classroom setting is supported, analyzed, and evaluated by grade-level teacher and administrative teams.
5. **Student Achievement:** We are proud of our student achievement results on both the Michigan Student Test of Educational Progress (M-STEP) and our grade-level core curriculum (math, language arts, social studies and science) assessments. Follow the link for our school data:
https://www.mischooldata.org/AER2018/CombinedReport2.aspx?Common_Locations=1-S,11925,1340,70&Common_LocationIncludeComparison=False&Portal_InquiryDisplayType=None



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- 6. Parent/Teacher Conferences:** one or both parents represent 98% of our students during our fall and spring Parent/Teacher Conference opportunities in 2016-17 and 97% for the opportunities in 2015-16.

The staff and parents are very proud of the achievements of our students at Walters Elementary School. We work collaboratively to ensure that all children experience a positive, caring, and rigorous learning environment. We are fortunate to have many volunteers support our school. Volunteers spend around 250 hours a month working in our classrooms. We believe that all children will find success and learn in our school. We are committed to helping all children feel safe and we work diligently to help our students connect with staff and other children. At all levels we celebrate small steps and special accomplishments whether they are academic, social, athletic, or extra-curricular as our children continue their journey of quality education within the Marshall Public Schools.

Sincerely,

Paul Holbrook
Walters Elementary Principal
Marshall Public Schools