



Wyandotte Public Schools

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734-759-6026; laubke@wy.k12.mi.us
Bernard A. Bowers, Jr., Director of Operations
734-759-6020; bowersb@wy.k12.mi.us

January 10, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 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 Principal Kristin McMaster for assistance.

The AER is available for you to review electronically by visiting the following website <http://bit.ly/2H8vjWz>, or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. 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.

Prior to the pandemic, our M-STEP data has inconsistencies that challenge us as we see increases and declines at all levels. At Washington Elementary School we continue to 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. We evaluate all students as well as compare each subgroup to our student body to identify and address achievement gaps. Our students take the NWEA assessment in ELA and mathematics three times a year to track individual student growth and expected achievement progress. Our students are also assessed in reading levels in DRA2 to identify if they are reading at, above, or below grade level. Using these reports, teachers establish individualized goals and instructional plans for our students. Student's below grade level in reading receive an iRIP (Individual Reading Intervention Plan) and are identified for Tier 2 and or Tier 3 interventions as needed. The first two years of the MSTEP Assessment showed a decline in our student assessment scores at our school. Year three and beyond, we see some ups and downs in our scores. To target academic improvement, we are continuing the focused and dedicated work of the PLC process by implementing a guaranteed

639 Oak Street • Wyandotte, Michigan • 48192 • 734.759.5000 • FAX 734.759.6009 • www.wyandotte.org

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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. In response to learning loss from the pandemic, we have adjusted and focused our guaranteed and viable curriculum. In 2022, we are using the school improvement plan MICIP which is a comprehensive district needs assessment that focuses on the whole child. Additionally, we continue to grow our MTSS system and Response to Intervention to better align with research based best practices in education. One specific change has been the addition of reading specialist interventionists.

State law requires that we also report additional information.

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, writing, mathematics, science, and social studies. We are also focused on Social Emotional Learning for our school community.
3. **Curriculum:** The District has implemented the Common Core State Standards (CCSS) as its curriculum and our district is continuing the process of prioritizing the standards to develop a district guaranteed and viable curriculum in all content areas in our PLC work. Currently, district grade level teams, led by teachers, meet to update the guaranteed and viable curriculum, pacing, and common formative assessments for elementary ELA and mathematics. The CCSS can be found at www.corestandards.org.
4. **Student Achievement:** Student achievement is measured in numerous ways by Washington Elementary Staff. All our 3-5th grade students participate in Michigan's MSTEP testing. The 2021 MSTEP was given with a parent opt out option. Many students opted out of testing last year. All of our 3-5th grade students participated in Michigan's MStep testing in 2022. 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 common formative and common summative assessments. Generally, our aggregate data shows a need for improvement in overall academic achievement in all subject areas. Our school saw a decline when the assessment transitioned from MEAP to M-STEP and initiated deep and deliberate implementation of PLCs. We believe in the powerful process of PLCs and look forward to reaping the academic gains through continued development and sustained practice. In the fourth and fifth year of our PLC work, we are beginning to see small gains in achievement that we expect to continue as we continue to grow and develop in our PLC work.
5. **Parent-Teacher Conference Data:** The 2019-2020 school year data shows 96% of Washington parents attending Parent-Teacher Conferences in the fall and/or spring. The 2020-2021 school year



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6. data shows 83% of Washington parents attending Parent-Teacher Conferences in the fall and/or spring. We attribute this significant decline to the pandemic and remote/hybrid structure and no guests able to meet face to face in the building. The 2021-2022 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 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

Kristin McMaster
Principal
Washington Elementary School
1440 Superior Blvd
Wyandotte, MI 48192