

## School Annual Education Report (AER) Cover Letter

January 20, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Rather 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 Rather Principal Dayna Ellis (616-522-0005) for assistance.

The AER is available for you to review electronically by visiting the following web site [<LINK TO TWIN RIVERS ELEMENTARY SCHOOL'S COMBINED REPORT>](#) , or you may review a copy in the main office at your child's school.

For the 2019-20 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.

One of the key challenges for Twin Rivers Elementary School, as evidenced by the data contained in this report, is to accelerate the growth of our economically disadvantaged student subgroup in math, reading, science, and social studies. This school year we will again be using our Title 1 resources to help provide differentiated reading instruction to all students for at least thirty minutes each day in an attempt to help accelerate student achievement and close persistent gaps in achievement.

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 TWIN RIVERS ELEMENTARY SCHOOL

### School Improvement Plan

2019-2020

ELA

Goal: All students will be proficient in English Language Arts

Measurable Objectives:

- 60% of KG-5<sup>th</sup> grade students will be in the Acadience “no risk” category based on the composite score by the end of the school year.
- 65% of KG-5<sup>th</sup> grade students will meet their projected NWEA RIT score at the end of the school year.
- 65% of 3<sup>rd</sup>-5<sup>th</sup> grade students will be proficient on the 2020 ELA M-STEP assessment.

Strategy #1:

**Instructional staff will utilize the Reading Wonders material to teach at least a daily 90 minute ELA block.**

Strategy #2:

**Implementation of Reading Interventions – Instructional staff will provide 30 minutes of daily supplemental/differentiated reading instruction to all students.**

Strategy #3:

**Implementation of Literacy Essentials #3 & 4 – Instructional staff**

## **members will implement key strategies from the Michigan Literacy Essentials**

### Activities:

- Improving Tier I Instruction using ECRI and Heggarty phonics programs
- Take Home Reading program for KG & 1<sup>st</sup> grade students and families
- Individualized Reading Plans for KG-3<sup>rd</sup> grade students, as needed.
- Title I Paraeducators and Interventionist will support differentiated instruction and provide additional instructional support
- After School Learning Club for Reading and Math
- Technology Enhanced Instruction

## **Math**

Goal: All students will be proficient in Mathematics

### Measurable Objectives:

- 55% of 3<sup>rd</sup>-5<sup>th</sup> grade students will be proficient on the 2020 M-STEP assessment
- 70% of KG-5<sup>th</sup> grade students will meet their projected Math RIT score at the end of the year
- 80% of KG-5<sup>th</sup> grade students will score an average of 70% or above on the Math Expressions unit math assessments

### Strategy #1:

**Instructional staff will utilize the Math Expressions material to teach a 60 minute math block.**

### Strategy #2:

**Math Expressions Interventions – Teachers, paraeducators and/or interventionists will provide differentiated instruction for each student at their level.**

### Activities:

- Paraeducators and/or Interventionists will provide additional math support to students
- After School Learning Club for Reading & Math
- Technology Enhanced Instruction
- Truancy

## Science

Goal: All students will be proficient in Science

Measurable Objective:

- 40% of 5<sup>th</sup> grade students will be proficient on the 2020 Science M-STEP

**Strategy #1:**

**Teachers will utilize Mystery Science to teach the Michigan Science Standards.**

Activities:

- Teachers will continue to explore new units and discuss and problem solve around the positive and negatives of the program

## Social Studies

Goal: All students will be proficient in Social Studies

Measurable Objective:

- 30% of 5<sup>th</sup> grade students will be proficient on the social studies 2020 M-STEP.

**Strategy #1:**

- **Teachers will utilize the Studies Weekly curriculum and the provided resources.**

Activities:

- Teachers will investigate best practices for teaching the Studies Weekly curriculum

### 3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Twin Rivers Elementary School is a KinderStart-Fifth grade school and is 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, 2019-2020

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.

The district continues to commit 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. Also, the research shows that the greatest gains are for at-risk students. The district has committed to continuing to expect high achievement for all while closing the existing achievement gaps. We have established minimum instructional time expectations for math, English Language Arts, science, and social studies.

The curriculum focus continues to be the implementation of Reading Wonders and the integration of the Literacy Essentials. 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 the five essential reading components (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension).

In the spring, all schools in Michigan closed due to COVID-19. During this time, staff worked in grade-level teams to create student lessons and activities for at-home learning. These lessons included ELA, math, science, social studies, and specials (art, music, physical education).

Academic success and improvement are 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 Associate Superintendent of Instructional Services, Jennifer Burns, at 616-527-9280.

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The curriculum focus for this year continues to be the implementation of Reading Wonders and integration of the Literacy Essentials. 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 the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary development and reading comprehension).

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As seen above, the core curriculum focus for the previous school year (2018-2019) was very similar to the focus for the 2019-2020 school year. One of the main differences to note is the mention of what the staff did to meet students' educational needs during the spring closure of all schools in Michigan which is mentioned above in paragraph four of the 2019-2020 curriculum development section.

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

AGGREGATE STUDENT ACHIEVEMENT RESULTS ON NATIONALLY NORMED READING ACHIEVEMENT TESTS NEAR THE END OF THE SCHOOL YEAR (MIDDLE OF THE SCHOOL YEAR FOR 2019/2020 DUE TO COVID-19 SCHOOL CANCELLATION)		
	Average N.W.E.A. Reading RIT Score 2019/2020	Average N.W.E.A. Reading RIT Score 2018/2019
Kindergarten	149.2 (Norm - 151.3)	153 (Norm - 158.1)
1 <sup>st</sup> Grade	167.1 (Norm - 171.5)	178 (Norm - 177.5)
2 <sup>nd</sup> Grade	183.4 (Norm - 184.2)	190 (Norm - 188.7)
3 <sup>rd</sup> Grade	196.6 (Norm - 195.6)	197 (Norm - 198.6)
4 <sup>th</sup> Grade	202.7 (Norm - 203.6)	202 (Norm - 205.9)
5 <sup>th</sup> Grade	205.6 (Norm - 209.8)	214 (Norm - 211.8)
AGGREGATE STUDENT ACHIEVEMENT RESULTS ON NATIONALLY NORMED MATH ACHIEVEMENT TESTS NEAR THE END OF THE SCHOOL YEAR (MIDDLE OF THE SCHOOL		

YEAR FOR 2019/2020 DUE TO COVID-19 SCHOOL CANCELLATION)		
	Average N.W.E.A. Math RIT Score 2019/2020	Average N.W.E.A. Math RIT Score 2018/2019
Kindergarten	153.2 (Norm - 151.5)	153 (Norm - 159.1)
1 <sup>st</sup> Grade	172.5 (Norm - 173.8)	183 (Norm - 180.8)
2 <sup>nd</sup> Grade	186.5 (Norm - 186.4)	198 (Norm - 192.1)
3 <sup>rd</sup> Grade	195.5 (Norm - 198.2)	202 (Norm - 203.4)
4 <sup>th</sup> Grade	202.9 (Norm - 208.7)	208 (Norm - 213.5)
5 <sup>th</sup> Grade	210.3 (Norm - 217.2)	224 (Norm - 221.4)

As seen above, because the aggregate student reading and math achievement for 2019-2020 (as measured by the N.W.E.A.) is from the middle of the school year, it isn't really comparable to the 2018-2019 end of the school year reading and math aggregate achievement data (as measured by the N.W.E.A.)



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

2019-2020 School Year (March Conferences for 2019-2020 were cancelled due to COVID-19)

October 2019	% Attendance	# Students	March 2020	% Attendance	# Students
Kinderstart	100	17			
Kindergarten	100	26			
1 <sup>st</sup> Grade	100	25			
2 <sup>nd</sup> Grade	100	28			
3 <sup>rd</sup> Grade	100	24			
4 <sup>th</sup> Grade	100	25			
5 <sup>th</sup> Grade	100	30			
Total Students		175			

2018-2019 School Year

November 2018	% Attendance	# Students	March 2019	% Attendance	# Students
Kindergarten	100	28		100	28
1 <sup>st</sup> Grade	100	28		100	27
2 <sup>nd</sup> Grade	100	24		100	24
3 <sup>rd</sup> Grade	100	20		100	20

4 <sup>th</sup> Grade	100	28		100	28
5 <sup>th</sup> Grade	100	21		100	21
5 <sup>th</sup> Grade	100	22		100	22
Total Students		171			172

Overall Percentages for Parent/Teacher Conferences:

	<u>October 2019</u>	<u>March 2020</u>
Number of Students	175	
Number of Conferences	175	
Percentage Attending	100	

	<u>November 2018</u>	<u>March 2019</u>
Number of Students	171	172
Number of Conferences	171	172
Percentage Attending	100	100

As seen above, parent attendance at October (fall) parent-teacher conferences for the 2019-2020 school year is very similar (only 0.03% less) to parent attendance at November (fall) parent-teacher conferences for the 2018-2019 school year. However, parent attendance at March parent-teacher conferences for the 2019-2020 school year is not available for comparison with March parent-teacher conference attendance for the 2018-2019 school year since March 2020 conferences were cancelled due to COVID-19.

Many congratulations to the hard-working students, parents, and staff of Twin Rivers Elementary School. The most recent test results show that many Twin Rivers students are doing a solid job learning the taught curriculum. While achievement levels are very good, there is still room for much improvement. I look forward to the 2020-2021 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,

*Dayna L. Ellis*

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