



# Sturgis Public Schools

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Arthur C. Ebert, Ph.D., Superintendent  
Nicole Airgood, Asst. Superintendent

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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 2016-2017 educational progress for Wall 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 Harmonee McCrea, Principal of Wall Elementary School, for assistance.

The AER is available for you to review electronically by visiting the following web site: [Annual Education Report](#) or you may review a copy in our school office.

For the 2016-17 school year, schools were identified using new 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. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as not being given one of these labels.

We continue to face challenges in both reading and math achievement. While there is no state achievement data for K-2 schools we can look at local data to see that we need continued efforts math and reading. In math, i-Ready data shows that 58% of our Kindergarten students, 43% of our 1<sup>st</sup> grade students, and 54% of our 2<sup>nd</sup> grade students were on level at the end of the 2015-16 school year. For the 2016-17 school year i-Ready math data shows that 68% of our kindergarten students, 52% of our 1<sup>st</sup> grade students, and 31% of our 2<sup>nd</sup> grade students were on level. In reading, i-Ready data shows that 66% of our Kindergarten students, 54% of our 1<sup>st</sup> grade students, and 34% of our 2<sup>nd</sup> grade students were on level at the end of the 2015-16 school year. For the 2016-17 school year i-Ready reading data shows that 64% of our kindergarten students, 49% of our 1<sup>st</sup> grade students, and 37% of our 2<sup>nd</sup> grade students were on level.

We continue to work toward improving these numbers. This was our third year implementing Ready Common Core in math. We believe once fully implemented this will have great impact on our student achievement. We continue to work under the PLC model in which teachers work together multiple times per week to analyze student data and adjust instruction based on that data. We continue to provide daily

*“Proud of the past, prepared for the future.”*

intervention for all students using a combined approach with MTSS and RTI. Our ESL programming includes a program called Imagine Learning. We also provide a summer program for students in the bottom 30% of achievement.

**State law requires that we also report additional information, listed below:**

Process for Assigning Pupils to the School:

When students enter the district, the location of the home or daycare provider is considered for placement. Whenever possible, students are placed in their neighborhood schools. Other factors that impact placement decisions include services offered at the school, such as special education, the need for language support, and (current) average class sizes at the time. School status and requests are also taken into consideration.

School Improvement Plan Status:

Each spring, data is collected and reviewed. The data is analyzed over time and decisions regarding goals and strategies are selected, based on best practice research. Annually, we update our school improvement plan to clarify how we are progressing toward our goal and adjustments are made to reflect needed changes. A copy of the current School Improvement Plan will be available for review from the building office by September 1<sup>st</sup> of each school year.

Description of each specialized school:

Wall Elementary School is a K-2 school that serves general education students and students with Individualized Development Plans. It is not considered a specialized school.

How to Access the Common Curriculum:

The state of Michigan, along with a majority of states, have adopted the Common Core standards. The Common Core standards establish clean and consistent goals for learning that will prepare our students for success in college and work. They are closely aligned to the Grade Level Content Expectations that we had prior to the adoption of the Common Core. The district is currently in the process of updating Sturgis Public Schools curriculum maps to align with the Common Core standards. The essential skills parent friendly documents will be distributed at open house. The new Common Core standards and their alignment documents can be accessed at:

<http://www.corestandards.org/>

RESULTS FOR LOCAL COMPETENCIES AND NATIONALLY NORMED STUDENT ACHIEVEMENT TESTS:

Wall Elementary School's kindergarten through 2<sup>nd</sup> grade students are assessed three times annually in the areas of Reading and Mathematics using the i-Ready benchmark assessment, a normed, diagnostic test. The 2014-15 school year was the first year of implementation for this test so three years of data can be shared at this time. A beginning to end of year comparison is shown.

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Grade	2014-15 Reading	2015-16 Reading	2016-17 Reading	2014-15 Math	2015-16 Math	2016-17 Math
	Fall/Spring	Fall/Spring	Fall/Spring	Fall/Spring	Fall/Spring	Fall/Spring
Kindergarten	349/405	344/410	334/402	343/378	342/383	338/381
First Grade	408/465	404/463	408/454	376/413	379/412	378/409
Second Grade	462/492	465/494	457/492	399/427	402/440	400/424

Parent/Teacher Conference Participation:

The expectation of this district is for all staff to participate collaboratively with parents to ensure that students are learning. Each year, we require and achieve 100% participation. During the parent/teacher conference window, teachers communicate with families, either during a face-to-face conference, phone conference, or home visit. If, after repeated attempts, the teacher is unable to make a personal contact with the family, written communication is utilized.

In closing, we would like to recognize the efforts of our students, staff, families, and community. Through our combined efforts, we will continue to work towards success for all students.

Sincerely,

Harmonee McCrea

Principal of Wall Elementary School