

# Pellston Public Schools

## *Pellston Elementary School*

*www.pellstonschools.org*

"Where everyone is FULLY valued!"

March 1, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Pellston 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. State law also requires that we report additional information. That information is attached to this letter as **Appendix A: Additional Information**. If you have any questions about the AER, please contact Tamara Pichla, Pellston Elementary School Principal for assistance.

The AER is available for you to review electronically by visiting the following web site [www.pellstonschools.org](http://www.pellstonschools.org) or you may review a copy at the Pellston Elementary School office.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. 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.

In the Spring of 2016, Pellston Elementary students in third, fourth and fifth grade participated in the Michigan Student Test of Educational Progress (M-STEP) for the second consecutive year. The M-STEP is an on-line assessment in which all components for all tested grade levels are administered on computers. This is the second year of the M-STEP test and the first year in which we have a prior year's test results to compare the 2016 student achievement results.

As we analyze the data included in the report as part of our school improvement process, we have identified our greatest challenge at Pellston Elementary School as the rate of progress of our students in both Math and English Language Arts. Throughout the last five years, the school and district have been impacted by several factors including, but not limited to, staff turnover, the experience levels of staff members (administrators, teachers, paraprofessionals), enrollment and funding fluctuations, changes in expected alignment and rigor of state standards in ELA, Math, Science and Social Studies and corresponding high stakes assessment expectations, along with heightened technology requirements of both our infrastructure and student proficiency. Although these factors have presented us with several challenges, our school improvement teams have been diligent in anticipating and addressing our needs and focusing on initiatives that address the challenges we face in accelerating student achievement and closing persistent gaps in achievement.

At Pellston Elementary School, we are continuously analyzing the effectiveness of our core classroom instruction. We have changed our math curriculum this year to provide our students

with more direct instruction and experience with higher level mathematical thinking processes. We have also partnered with our intermediate school district to utilize the support of a literacy coach for two full days each week. We are also analyzing the effectiveness of our Response to Intervention (RTI) model. We use multiple assessment measures to quickly identify students in need of interventions. We are diligent about using our Title I and At-Risk dollars to provide qualifying students with one-on-one or small group intensive interventions. We also use federal and state funding for ongoing professional development for our teachers and paraprofessionals in order to provide all students with the highest quality instructional opportunities.

At Pellston Elementary School, we are proud of the commitment of our staff, students, families and community members to work together to overcome obstacles and focus on continuous improvement. As a team, we will continue to strive to reach our vision of academic excellence for ALL students.

Sincerely,

*Mrs. Tamara Pichla*

Mrs. Tamara Pichla  
Pellston Elementary School Principal

## Appendix A: Additional State Reporting Requirements

### PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL/SPECIALIZED SCHOOLS

Pellston Public Schools has one elementary school building; therefore students are assigned to the building based on grade level. Students in the Pellston Elementary School building range from Kindergarten through fifth grade. There are no specialized schools in the Pellston School District.

### STATUS OF PELLSTON ELEMENTARY'S SCHOOL IMPROVEMENT PLAN

A copy of Pellston Elementary School's School Improvement Plan is available at [www.pellstonschools.org](http://www.pellstonschools.org). The School Improvement Team, which is comprised of several stakeholders, meets regularly throughout the year. The purpose of the team is to develop, review and evaluate goals, objectives, strategies, and activities for the School Improvement Plan. The School Improvement Team facilitates the collection and analysis of academic, process, perception, and demographic data to help guide instruction and evaluate the school's progress toward student achievement goals.

School Improvement Goals 2016-2017	PROGRESS		
All students will demonstrate proficiency in mathematics.	Not Yet Implemented	In Progress	Completed
Strategies: Effective Feedback, Supplemental Instruction and <ul style="list-style-type: none"> <li>• Professional Book Study: Engaging Students with Poverty in Mind</li> <li>• Eureka/Engage NY Math Local Support</li> <li>• Professional Learning</li> <li>• Math Collaborative</li> <li>• INTEL Math</li> <li>• Little Hornets Preschool</li> <li>• Professional Learning: Full Value Agreement</li> <li>• Professional Learning: Adaptive Schools</li> <li>• Writing Across the Curriculum</li> <li>• Extended Learning Time</li> <li>• Academic Academy Block</li> <li>• Elementary Data Review Teams</li> <li>• Project First Step</li> <li>• Title I Family Evenings</li> </ul>		X X X X X X X X X X X X X X X	
All students will demonstrate proficiency in reading.	Not Yet Implemented	In Progress	Completed
Strategies: Effective Feedback and Supplemental Instruction <ul style="list-style-type: none"> <li>• Level Reading Materials</li> <li>• Project First Step</li> <li>• Academic Academy Block</li> <li>• Data Review Summary of Effectiveness</li> <li>• AmeriCorps Literacy Support</li> <li>• Title I Family Evenings</li> <li>• Extended Learning Time</li> <li>• Administrative Professional Learning</li> <li>• Literacy Engagement Consultant</li> <li>• Professional Learning-Engagement</li> <li>• Writing Across the Curriculum</li> </ul>		X X X X X X X X X X X X	X

<ul style="list-style-type: none"> <li>• Little Hornets Preschool</li> <li>• Professional Learning: Full Value Agreement</li> <li>• Professional Learning: Adaptive Schools</li> <li>• Professional Book Study: Engaging Students with Poverty in Mind</li> </ul>		X X X	
<b>All students will demonstrate proficiency in science.</b>	Not Yet Implemented	In Progress	Completed
Strategies: Effective Feedback and Supplemental Instruction <ul style="list-style-type: none"> <li>• Professional Book Study-Engaging Students with Poverty in Mind</li> <li>• Professional Learning: Adaptive Schools</li> <li>• Professional Learning-Engagement</li> <li>• Writing Across the Curriculum</li> <li>• Professional Learning: Full Value Agreement</li> <li>• Extended Learning Time</li> <li>• Academic Academy Block</li> <li>• Title I Family Evenings</li> </ul>		X X X X X X X	
<b>All students will demonstrate proficiency in writing.</b>	Not Yet Implemented	In Progress	Completed
Strategies: Effective Feedback and Supplemental Instruction <ul style="list-style-type: none"> <li>• Professional Learning-Engagement</li> <li>• Professional Book Study: Engaging Students with Poverty in Mind</li> <li>• Writing Across the Curriculum</li> <li>• Literacy Engagement Consultant</li> <li>• Little Hornets Preschool</li> <li>• Professional Learning: Full Value Agreement</li> <li>• Professional Learning: Adaptive Schools</li> <li>• Academic Academy Block</li> <li>• Extended Learning Time</li> </ul>		X X X  X X X X X	X
<b>All students will demonstrate proficiency in social studies.</b>	Not Yet Implemented	In Progress	Completed
Strategies: Effective Feedback and Supplemental Instruction <ul style="list-style-type: none"> <li>• Professional Learning-Engagement</li> <li>• Professional Book Study: Engaging Students with Poverty in Mind</li> <li>• Professional Learning: Adaptive Schools</li> <li>• Writing Across the Curriculum</li> <li>• Professional Learning: Full Value Agreement</li> <li>• Extended Learning Time</li> <li>• Academic Academy Block</li> </ul>		X X X X X X X	
<b>All students will increase proficiency in the demonstration of appropriate social skills and emotional regulation within the school setting.</b>	Not Yet Implemented	In Progress	Completed
Strategies: Mentoring & Relationship Building and Explicit Instruction of Social Skills and Emotional Regulation <ul style="list-style-type: none"> <li>• Student Success Coordinator</li> <li>• Student Mentor Program</li> <li>• Student Risk Screening Scale</li> <li>• Teaching, Education and Mentoring (TEAM)</li> <li>• Skill Streaming Instruction</li> <li>• Professional Learning Full Value Agreement</li> <li>• Book Study <i>Developing School-wide Programs to Prevent and Manage Behavior Problems and Systematic Screening of Behavior to Support Instruction</i></li> </ul>	X	X X X X X X X	

## CORE CURRICULUM STATUS

Pellston Elementary School is proud to offer our students a comprehensive and rigorous academic program that meets and exceeds all state and federal standards. Pellston Elementary School will continue to work to adopt a core curriculum which is based on the Common Core State Standards endorsed by the State Board of Education. These standards provide K-12 clarity of focus and alignment of skills and concepts. As an elementary building, we have data review meetings, at least three times annually, in which teachers analyze student achievement data and make instructional adjustments in order to assure alignment with the Common Core State Standards. Enrichments and extensions are continually being developed to go beyond the basic core. Materials and resources are frequently updated as revisions are made. Common Core State Standard resources and documents are available at <http://www.corestandards.org/>.

## LOCAL ASSESSMENT DATA

Multiple measures and sources of data are used to identify gaps in student achievement in all core areas. Formative, summative and benchmark classroom assessments, DELTA Math, DIBELS Next, and other measures are utilized throughout the school year. Individual student progress is continuously monitored during the year. All data sources are analyzed to determine areas in need of improvement for all students and to identify gaps in achievement within subgroups of students. More information regarding local assessment data is available on our website at <http://www.pellstonschools.org/>.

## PARENT CONFERENCES

Pellston Elementary School is proud of the amount of parent involvement within the school and district. We encourage parents to be actively involved in school activities and in their child's education. Parents are encouraged to keep up-to-date on the academic progress of each of their children and to consult regularly with their children's teachers. Pellston Elementary School schedules two evening parent-teacher conferences during the school year which are held in the fall and spring.

<b>Percentage of Students Represented by Parents at Parent-Teacher Conferences at Pellston Elementary School</b>				
<b>2015-2016</b>	<b>2014-2015</b>	<b>2013-2014</b>	<b>2012-2013</b>	<b>2011-2012</b>
Fall: 98%	Fall: 95%	Fall: 94%	Fall: 88%	Fall: 83%
Spring: 94%	Spring:98%	Spring:93%	Spring: 75%	Spring: 80%