



WOODHAVEN-BROWNSTOWN SCHOOL DISTRICT

Learning and Leading for Tomorrow

Yake Elementary School

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Timothy Podlewski, Principal

School Annual Education Report (AER) 2015-2016

January 30, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Yake 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 the principal for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/A2Lcw7>, or you may review a copy in the main office at your child's school.

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.

Yake Elementary has made positive shifts in developing a more effective learning environment and improving students' math achievement, particularly by the time our students reach the end of 5th grade. We will continue to analyze our achievement gaps, particularly for our Bottom 30. To raise achievement and close the gaps, our research-based actions include: targeting the low performers through a tiered RTI literacy model; aligning, managing and monitoring curriculum; effective leadership; building instructional capacity; engaging parents and community; implementation of reading and writing programs that are regular and focused; understanding and holding high expectations for all students.

State law requires that we also report additional information.

Process for Assigning Pupils to Schools

Woodhaven-Brownstown School District, Bylaws and Policies, #5120

The Board of Education directs that the assignment of students to schools within this District be consistent with the best interests of students and the best use of the resources of this District. The Board shall determine periodically the school attendance areas of the District and shall expect the students within each area to attend the school so designated. No assignment to schools or attendance schedules shall discriminate against students on the basis of gender, race, religion, disability, or national origin.

The Status of the 3-5 Year School Improvement Plan

Yake Elementary goals and priorities are:

- All Yake students will be proficient or exhibit growth improvement in ELA by 2024
- All Yake students will be proficient or exhibit growth improvement in mathematics by 2024
- All Yake students will be proficient or exhibit growth improvement in science by 2024
- All Yake students will be proficient or exhibit growth improvement in Social Studies by 2024

During the 2015-2016 school year, the Yake Elementary academic and financial resource plan aligned to our school goals.

All students will be proficient or exhibit growth improvement in ELA by 2024.

- ❖ Align Curriculum, Instruction, Assessment to State standards
 - Monitor Implementation of Journeys
 - Professional Development and Coaching pertaining to Journeys
 - Leveled Libraries to support Guided Reading
 - Professional Development
 - PLC time for common assessments and data analysis
 - Utilization of STAR Reading to track growth and drive small group/individual math instruction
- ❖ Interventions
 - 31a support for students at risk for not meeting the curricular objectives
 - Reading Interventionist for grades 1-3
 - Resource Support
 - Technology - Read 180, Systems 44, Accelerated Reader, Raz Kids, ThinkCentral
 - English Language Learners Services

All students will be proficient or exhibit growth improvement in mathematics by 2024.

- ❖ Align Curriculum, Instruction, and Assessment to the State Standards
 - TIPM training
 - PLC time for common assessments and data analysis
 - Professional Development in assessment and data
 - Monitor implementation of Math Expressions
 - Utilization of STAR Math to track growth and drive small group/individual math instruction
- ❖ Interventions
 - 31a support for students at risk for not meeting the curricular objectives
 - Support classes
 - Technology - Sumdog, ThinkCentral

All students will be proficient or exhibit growth improvement in Science by 2024.

- ❖ Align Curriculum, Instruction, Assessment to State standards
 - PLC time to develop curriculum maps and units
 - Professional Development in NGSS content and instructional practices
- ❖ Inquiry based instruction
 - Professional development in inquiry based lessons
 - PLC time to create inquiry based lessons to implement in classroom
- ❖ Integration of Literacy in Science
 - Professional Development in close and critical reading
 - Integration of vocabulary strategies

All students will be proficient or exhibit growth improvement in Social Studies by 2024.

- ❖ Align Curriculum, Instruction, Assessment to State standards
 - LC time to develop curriculum maps, units, and common assessments
 - Professional Development related to content and instruction for implementation of the social studies standards
- ❖ Integration of Literacy in Social Studies
 - Professional Development in close and critical reading
 - Integration of vocabulary strategies

A Brief Description of Each Specialized School

The Woodhaven-Brownstown School District works diligently to provide educational access to all of its students to meet their diverse learning needs. The district provides early education experiences to our students as well as surrounding districts through our TOTE program. Teach Our Tots Early (TOTE) is an infant/toddler special education program for developmentally delayed children birth to three years of age. As part of Early On Wayne County, we service children who qualify for special education in their home setting. Gudith Elementary houses our cognitively impaired program for the district as well as the ECP classroom. Students residing in Woodhaven-Brownstown also are sent to consortium center-based programs based on their educational needs. In addition, our district participates in a career and technical consortium that allows our students at the high school to take courses in skilled trades classes that provide experiences for college and career readiness.

The Core Curriculum

The Woodhaven-Brownstown School District's core curriculum is based upon the State of Michigan standards in all subjects. These standards serve as a framework for instruction and assessment in all of our classrooms. Curriculum recommendations are reviewed by district stakeholders through a comprehensive process including administration, teachers, district level staff, and the Board of Education. Teachers meet regularly in their professional learning communities to continually review and assess the curriculum and student learning. The standards for our core curriculum can be found on our district website.

Aggregate Student Achievement Results from Local Competency Tests

The Woodhaven-Brownstown School District assesses its students three times a year using STAR Reading and Math as a universal screener to determine student skill deficiencies and interventions. The assessment is a computer adaptive assessment aligned to Michigan content standards. This test assists teachers in determining proper learning progressions for students and for instructional grouping. The results of the percentage of students above the 50th percentile are below.

STAR READING

Grade	% Spring 2015	% Spring 2016
2	75	80
3	61	63
4	74	69
5	55	52

STAR MATH

Grade	% Spring 2015	% Spring 2016
2	80	91
3	78	71
4	80	65
5	73	78

Percent of Parents Participating in Parent-Teacher Conferences

- **2013-2014** 94.25%
- **2014-2015** 94%
- **2015-2016** 95%

Thank you for your ongoing support of the children of Yake Elementary School and the Woodhaven-Brownstown School District. Please feel free to contact me or any of our professional staff to discuss how we may better serve the needs of the community.

Respectfully,

Timothy S. Podlewski
Principal, Yake Elementary School