



April 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Mattawan Early 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 Rebecca Moore, Principal, for assistance.

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

For the 2017-18 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 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 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. \*Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

- TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.
- ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school was identified as HAS NOT BEEN GIVEN ONE OF THESE LABELS.

When comparing all students, Mattawan Early Elementary School scores above the State proficiency levels in all testing areas. Improvements need to be made in working with our students of low socioeconomic status. The Early Elementary building works diligently to provide needed interventions for below-grade level students, and will continue to do so as we conclude the 2018-2019 school year and move into the 2019-2020 school year.



State law requires that we also report additional information about our school. The attached report will provide you with the following additional information about our school and our achievements:

- Information about our school, including the process for assigning students to our school, and a description of the specialized programs that we have available for students at our school.
- Our 3-5 year school improvement goals in the core content areas, and our progress to date in meeting the goals.
- A description of our core curriculum, how it is being implemented, as well as how you can access a copy of the core curriculum for review.
- Aggregate student achievement results for local assessments required by law and nationally normed achievement tests administered within the district.
- Parent participation in parent-teacher conferences, and community involvement in our school.
- Additional points of pride about our school.
- Parents' Right to Know
- Additional state and federally required data regarding state assessment results, AYP, teacher quality, and national assessment results.

Additionally, This year's AER encompasses several new ESSA reporting requirements including:

- English language proficiency of English Learners
- Recently arrived English Learners exempted from an English Language Arts assessment
- Participation on MI-Access assessment
- Information from the Civil Rights Data Collection
- Progress toward the state's long-term accountability goals
- Inexperienced educators
- Educators with emergency/provision credentials
- Educators not teaching in the subject/field of their certification/licensure
- School Improvement funding amounts
- Several additional subgroups including homeless students, foster children, and military-connected students

Information related to these new reporting requirements is available via the Combined Report, accessible through the link provided above.



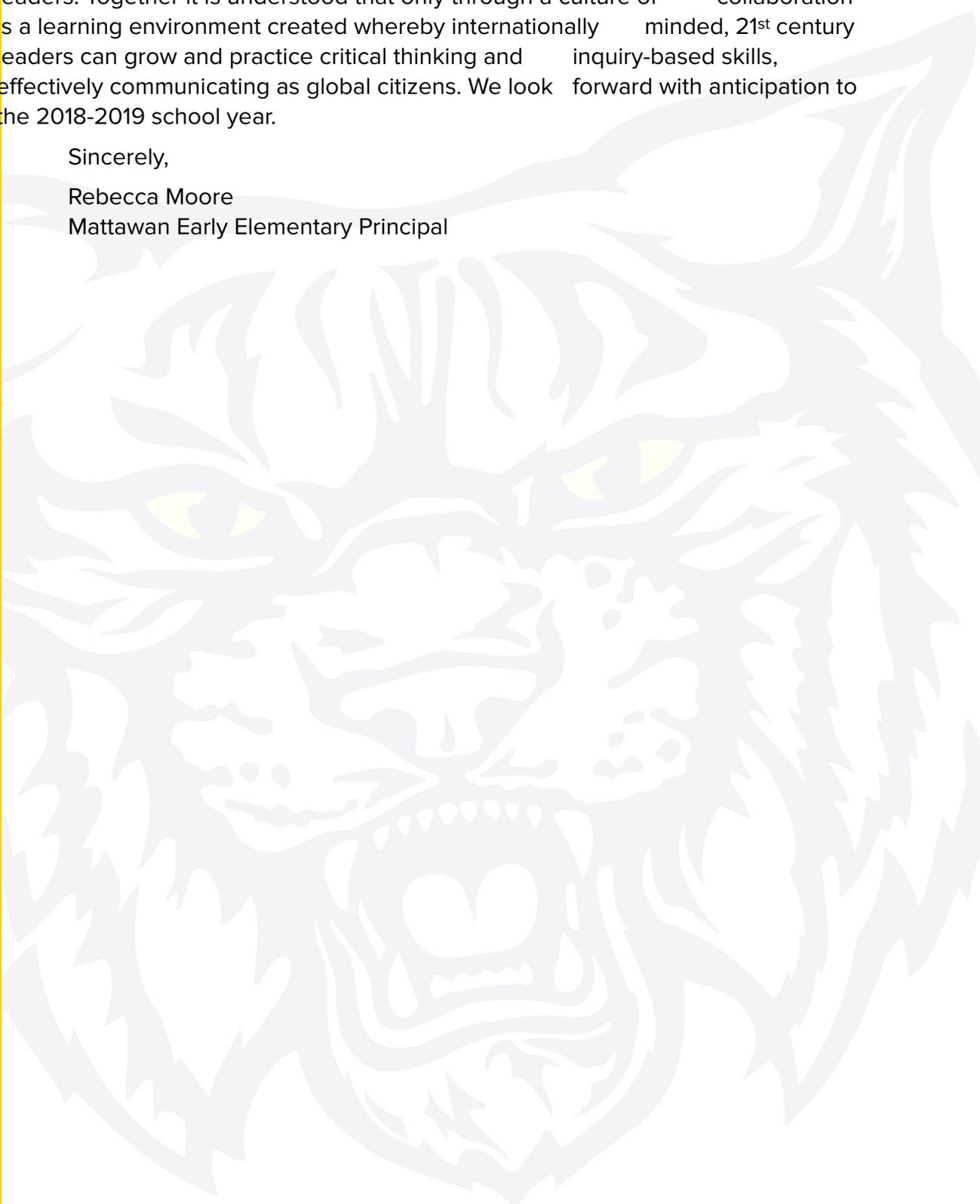
EMPOWERING THE FUTURE – with Mattawan Pride

We are very proud of Mattawan Early Elementary and appreciate the partnership with our families as a community nurturing future thinkers and leaders. Together it is understood that only through a culture of collaboration is a learning environment created whereby internationally minded, 21<sup>st</sup> century leaders can grow and practice critical thinking and inquiry-based skills, effectively communicating as global citizens. We look forward with anticipation to the 2018-2019 school year.

Sincerely,

Rebecca Moore

Mattawan Early Elementary Principal



**MATTAWAN CONSOLIDATED SCHOOL**

56720 Murray Street, Mattawan, MI 49071 • 269.668.3361 • [info@mattawanschools.org](mailto:info@mattawanschools.org) • [www.mattawanschools.org](http://www.mattawanschools.org)



About Our School:

Mattawan Consolidated School is a growing school district just west of Kalamazoo and Portage. The area is dotted with lakes and combines the advantages of rural living with close proximity to a metropolitan area. Halfway between Chicago and Detroit, we are a 3,800 student semi-rural/suburban school district on the fringe of Kalamazoo/Portage. Our school community serves families employed by higher-education institutions including Kalamazoo College, Western Michigan University and Kalamazoo Valley Community College, bio-tech and pharmaceutical industries, as well as multiple medical facilities.

Mattawan Early Elementary School serves approximately 875 students in grades Young Fives - 2nd. There are 36 homeroom classes with students coming from somewhat diverse backgrounds. The organization of our school accommodates the developmental needs of young children and provides for continuous progress of all students. This includes full day Young Fives and Kindergarten, first grade and second grade. Programs for students needing special support are provided in both language arts and mathematics for all grades. Inclusive special education services, pull-out resource room and behavioral intervention room support are available. Children receive instruction in music, art, physical education, library skills and computer skills.

Process For Assigning Students to our School:

All students eligible to enter school in grades Y5-2<sup>nd</sup> grade attend our school if they reside in the Mattawan Consolidated School district. Beginning in the 2015-16 school year, students had to be five on or before September 1 of the school year to be considered eligible by birthdate for kindergarten. We are participating in the state-approved waiver system and will place children in Kindergarten or Young Fives according to the preferences of parents coupled with the results of screenings provided to indicate proper placement. The Mattawan Consolidated School District participates in the School of Choice program and Mattawan Early Elementary is frequently requested by parents as a school of choice. There were 125 enrolled School of Choice participating students in 2017-2018. School of Choice students need to be transported directly to our school and/or transported to the closet bus stop on a consistent basis.

Students are placed into classrooms by the Dean of Teaching and Learning with input from teachers, intervention specialists, the principal and parents. Classrooms are balanced based upon academic achievement, social skills and behavior, gender, ethnicity, special programming needs, work habits, relationships with other students, learning styles, instructional environment provided by the teacher, health concerns and socio-economic status. It is critically important that all classrooms be balanced according to the above criteria as student academic growth is a part of each teacher's evaluation and, above and beyond that, is one of our ultimate goals



K-12 Student Placement forms are available online within the Forms section of the Early Elementary School website or in the main office. Any questions or concerns about a student's placement should be discussed with the Dean of Teaching and Learning, Mrs. Karen Farthing.

### School Improvement

Beginning with the 2009-10 school year, all schools in the State of Michigan are using a similar School Improvement Accreditation and Reporting process.

The Office of School Improvement (OSI) and the Office of Education Assessment and Accountability (OEAA) of the Michigan Department of Education (MDE), in collaboration with AdvancED (North Central Accreditation) developed this model for K-12 School Improvement efforts.

The Model of Process Cycle for School Improvement provides the foundation to address school improvement and promote student achievement through a comprehensive and systemic approach consisting of the following main tasks:

1. Gathering data
2. Analyzing/studying the data within the context of the School Improvement Framework
3. Developing a school improvement plan
4. Executing and evaluating this plan

As part of this process, each district must develop a goal for each core content area: English/Language Arts, Math, Science and Social Studies as well as one or more Organizational Goals. The goals are simple:

- All students will become proficient in Reading and Writing
- All students will become proficient in Math
- All students will become proficient in Science
- All students will become proficient in Social Studies

Each building is accountable for developing and achieving specific goals and objectives based on their student performance data.

The School Improvement plan is reviewed and updated annually. The School Improvement goals for the Early Elementary for the 2018-2019 school year are as follows:

- Organizational Goal



- Develop, foster, and nurture all (100%) of student and staff members' learning and social-emotional growth by 06/13/2019 as measured by SAEBRS, SWIS data, and parent and staff survey results.
- Math
  - 67% or more of all students will demonstrate a proficiency as math learners in Mathematics by 06/13/2019 as measured by NWEA, year-end enVision Math assessments and teacher observables.
  - Teachers will continue implementing the new math practices articulated in the Core Content State Standards (CCSS) for Mathematics
- Language Arts
  - 65% or more of All Students will demonstrate a proficiency as readers in English Language Arts by 06/13/2019 as measured by reading assessments (Fountas & Pinnell running records and NWEA) and teacher observables.
  - 85% or more of all students will demonstrate a proficiency as writers in English Language Arts by 06/13/2019 as measured by unit grade-level common writing assessments.

Mattawan Early Elementary School remains focused on implementing best practices in all content areas. School staff organize themselves on teams each year (Language Arts, Math, Science, School Culture, Wellness, Behavioral Climate, and Technology) and work on analyzing data, studying and improving instructional practices, and implementing identified goals. Through this dedicated work of everyone in our school community we are able to accomplish high academic student achievement goals. The Mattawan Early Elementary School Improvement plan calls for action in improving student achievement in all core content subject areas. We have identified key strategies, as well as interventions and extensions, for these strategies. We collect and measure the results of the data collected to assess evidence of impact and address implications and/or adjust the goals.

The Mattawan Early Elementary staff also continues to focus on building a child-centered positive behavior culture, a focus on the integration of technology in the classroom, a focus on student and staff wellness, and the implementation of Early Learning Success intervention strategies.

#### Our Core Curriculum

The core curriculum provides a framework for our educational programs. It is a set of expectations all students should achieve to progress in their schooling. We are working to deliver a curriculum that provides all students with the knowledge and skills necessary for living effectively today and in the future. Our curriculum provides expanded opportunities designed to meet individual needs. Course offerings exceed core curriculum requirements established by the Michigan Department of Education. Strong academic programming is supported by quality technology and facilities. Our



school, district, and specifically core content teams have been meeting regularly to revise and articulate curriculum to ensure alignment with Core Content Curriculum Standards. Full implementation of Core Content Curriculum Standards was successfully begun in the 2013-14 school year.

Integrated with our core academic curriculum and enhancing a student's quality educational experience are:

- Consortium with the Kalamazoo Nature Center-field trips and at-school experiences tied to Science core content curriculum
- Field trips, assemblies, and special activities/events - Little Wildcat Walk-A-Thon, Grandparents/Grandfriends' Day, Multicultural Fair, Symphony and Orchestra visits
- Integration of technology into instruction and assessments
- Media Center resources
- Special Education Technology tools/resources
- After-school programming – Big Brothers/Big Sisters Mentoring program
- Clubs, organizations, and athletics

Student achievement remains a top priority in our school. Higher standards and greater expectations have resulted in the implementation of a variety of instructional methods, progressive teaching strategies, and specialized programs designed to respond to the individual needs and learning styles of a diverse student population. We embrace the concept of a brain-compatible learning environment, recognizing that individuals learn at different rates of growth through different methods of instruction and a variety of teaching/learning styles. Our curricula makes provisions for the variability of academic skills, interests, and social, emotional, and physical development growth within our student population.

The core curriculum is implemented daily through the use of research-based materials and instructional best practice/quality instruction. Instruction is monitored and feedback given regularly through administrative classroom walkthroughs, observations, and the district supervision and evaluation system.

#### Parent and Community Involvement in our School

To achieve goals in social settings, teams of people need to collaborate. Two-way communication, which is honest, timely, and purposeful, fosters a sense of community, shared purpose, and teamwork. By working together, parents and school personnel make a significant difference in the life of a child.

The following vehicles have been established to foster positive relationships between parent(s) and the school:

- Phone/Voice Mail/E-mail: All staff members have phone extensions and e-mail addresses that can be accessed 24 hours a day, seven days a week.

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- Progress Reports: Progress reports are completed every trimester.
- Appointments: Parents or guardians who have a question or concern are encouraged to contact the teacher directly. If unable to contact directly, parents/guardians are encouraged to contact the office for assistance.
- Parent-Teacher Conferences: Two regularly-scheduled conferences are held each school year, fall and spring. For parental convenience, both day and evening hours are offered.
- Parent Association: The Mattawan Early Elementary Parent Association (MEEPA) meet monthly during the school year. Parents are invited to join MEEPA.
- Webpage: All information available from the office in paper or digital form are available online at [www.mattawanschools.org/ees](http://www.mattawanschools.org/ees).
- Parents/guardians volunteer in classrooms, in the Media Center, and in our lunchroom and recess areas. Volunteers manage and/or assist with many school activities including school pictures, special programs, the Walk-A-Thon, Families, Films, and Favorite Books night, field trips, and other special classroom activities.
- Open House: Held each year before the school year begins so parents/guardians can meet their child's teacher(s).

Parent and community involvement in the education of children and participation in the life of a school are reflected in many ways. One avenue is attendance at parent-teacher conferences:

- 98% of our parents/guardians attended fall conferences
- 98% of our parents/guardians attended spring conferences

Additionally, parents are actively involved in school activities through volunteering and through MEEPA (the Mattawan Early Elementary Parent Association).

MEEPA is an active and dynamic part of the school community which supports and enhances the instructional programs and activities at the Early Elementary. All Mattawan Early Elementary parents are members and are encouraged to attend monthly meetings. The one annual Walk-A-Thon fundraiser in the fall brings in over \$25,000 annually to fund field trips, assemblies, and special instructional materials and needs (digital cameras, document cameras, e-edition library books, funding for the summer reading program).