

WOODHAVEN-BROWNSTOWN SCHOOL DISTRICT

Learning and Leading for Tomorrow

April 1, 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 the Gudith 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 school's administration for assistance.

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

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. *Our school has not been given one of these labels.*

By conducting a comprehensive needs assessment, we were able to identify math and science as our most critical needs. With this information, we formulated clear and detailed goals, objectives, and strategies to address our needs in all curricular areas that target the whole school population and specific subgroups/gaps that are identified. To that end, we have incorporated the pillars of formative assessment to our regular practice to meet the needs of all students and sub groups.

Gudith Elementary has made positive shifts in developing a more effective learning environment and improving students' reading achievement. We will continue to analyze our achievement gaps, including the newest subgroup, which consists of the lowest performing 30% of students in the school. To raise achievement and close the gaps, our research-based actions include: targeting the low performers through a strong MTSS 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 at-risk students.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

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

Gudith Elementary goals and priorities are:

During the 2017-2018 school year, the Gudith Elementary academic and financial resource plan aligned to our school goals.

- **All Gudith students will be proficient or exhibit growth improvement in ELA by 2024**
 - 65.83% of students will demonstrate proficiency or growth improvement by 6/30/2018 as measured by state assessments.
 - *All Students will demonstrate improvement in their reading and writing skills.*
 - Reviewed local and state assessment data including DRA2 (Developmental Reading Assessment), MLPP (Michigan Literacy Progress Profile), Journeys Common Unit Assessments, STAR Reading, and M-STEP ELA
 - Provided small group interventions to differentiate instruction to address performance gaps by multi-tiered interventionists for student most at-risk of failing
 - Title I teachers supplement & support instruction for eligible students

- **All Gudith students will be proficient or exhibit growth improvement in mathematics by 2024**
 - 62.29% of students will demonstrate proficiency or growth improvement by 6/30/2018 as measured by state assessments
 - *All Students will demonstrate improvement in their mathematics skills*
 - Reviewed local and state assessment data including common benchmark mathematics assessments from Math Expressions, STAR Math, and M-STEP Math
 - District wide professional development in math instructional practices
 - Provided small group interventions to differentiate instruction to address performance gaps by multi-tiered interventionists for student most at-risk of failing
 - Title I teachers supplement & support instruction for eligible students

- **All Gudith students will be proficient or exhibit growth improvement in science by 2024**
 - 44.79% of students will demonstrate proficiency or growth improvement by 6/30/2018 as measured by state assessments
 - *All Students will demonstrate improvement in science.*
 - Increased the number of leveled books aligned to specific content
 - Professional Development on inquiry based learning
 - Dedicated time for science instruction daily in 3-5 grade

- **All Gudith students will be proficient or exhibit growth improvement in Social Studies by 2024**
 - 47.09% of students will demonstrate proficiency or growth improvement by 6/30/2018 as measured by state assessments
 - All Students will demonstrate improvement in social studies
 - Increased the number of leveled books aligned to specific content

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.

STAR READING - The results of the percentage of students above the 44th percentile

Grade	% Spring 2017	% Spring 2018
1	44%	68.9
2	56%	62.9
3	59%	64.9
4	52%	55.8
5	52%	NA

STAR MATH - The results of the percentage of students above the 40th percentile

Grade	% Spring 2017	% Spring 2018
1	88%	87.3
2	93%	79.6
3	87%	86.2
4	90%	76.7
5	84%	NA

Percent of parents participating in Parent-Teacher Conferences

Year	Percentage of Parents Participating
2017-18	87%
2018-19	86%

Thank you for your ongoing support of the children at Gudith 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.

Sincerely,

Tom Martin
Principal, Gudith Elementary School