School Annual Education Report (AER) Cover Letter

January 17, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Peach Plains Elementary. 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 Instructional Services Executive Director, Mary Jane Evink at (616) 850-5075 for assistance.

The AER is available for you to review electronically by visiting the following website - http://bit.ly/2tQaSWF, or you may review a copy in the main office at your child’s school.

For the 2018-19 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.**

We continue to strive for high levels of learning for all students. Key initiatives include fostering our collaborative culture (regular grade level collaboration in a professional learning community), a recent partnership with a regional reading support (Reading Now Network), as well as a district-wide emphasis on instructional coaches all support continuous growth for our students and our educators. Ongoing learning around standards and literacy development also positively impact our learning.

State law requires that we also report additional information.

**Pupil Assignment**

Peach Plains School’s students are assigned to our building by geographic boundaries as well as schools of choice requests.

**3 - 5 Year School Improvement Plan**

With regard to our goal of reading proficiency for all students, we continue striving for strong learning in this area. Students participate in our workshop-formatted curriculum and we've focused on different genres in our instruction. Via our partnership with the OAISD’s Reading Now Network, we have engaged in deep learning around planning and reflection around literacy development. Formative assessment is analyzed within grade level communities in an effort to reteach and address “what’s next” for our students. Focused efforts around small group and 1:1 conferring have driven us. Grade levels meet weekly (or more often) to discuss student learning, standards and formative assessments. With the support of an instructional coach, teachers have shifted to taking our reading “strivers” during intervention time; this yielded greater connectivity.

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Writing, traditionally, has been another area of strength. We utilize Lucy Calkins’ Units of Study for Writing. Learning progressions in both reading and writing have offered direction in helping the range of performers in our classrooms - we’ve been able to offer more precise feedback and goals.

Math has been an area of excitement for us. Knowing this was a focus area, we regularly analyzed data, formatively assessed and incorporated specific "math talk" more intentionally. As with reading, we used a data-driven structure to target/deliver instruction (MTSS). Continuing with our dedicated intervention blocks, our classroom teachers have made a shift in taking our most at-risk learners during this time.

Core Curriculum
Grand Haven Area Public Schools has joined the state of Michigan in adopting Michigan's State Standards which include the Common Core State Standards. Students are afforded a rigorous, guaranteed and viable curriculum. A copy of the core curriculum, its implementation, and how it may vary from state curriculum can be accessed by contacting the Office of Instructional Services at (616) 850-5075.

Student Achievement
Students in grades 3–4 take the Michigan Student Test of Educational Progress (M-STEP). This past year in 2018-2019, 75% and 78% of third and fourth graders achieved proficiency, respectively. The previous 2017-2018 school year shows 73% of third graders proficient in ELA, with 86% of fourth graders proficient.

Parent - Teacher Conferences
Our school program is effective because of the consistent support from our parents, as families partner with us in learning. At various times, students facilitate conferences with families – showing ownership and leadership. In the 2018-19 school year, we again connected with 100% of our families at conference time. In the 2017-18 year, all 372 students (100 percent) in the fall and 398 students (100 percent) in the spring were represented by families and had conversations about student growth/performance.

Further, our family engagement has been blossoming. Last year, three family nights with strong attendance by both staff and students, supported learning and practice for parent/adult stakeholders around literacy. Our summer reading plan offers book shopping for students and specific connective strategies (some utilizing technology), which also has structures that support student/student engagement about books. Further, a community grant provided student-selected texts mailed home to children over the summer, with each completed book read. Families were involved in March is Reading Month activities, including a complimentary home text which prompted a deeper theme of unplugging, a focus on the family as well as fostering our literacy lives. We will continue our pursuit of strong family involvement to support our children.

In closing, we are overjoyed to continue this path of learning together as a team. Continuing to embrace “growth mindset”, we have also deepened our commitment to collaboration. Grateful for the honor of guiding our students and the dedication of our team, we are all growing learners. Team Peach loves a good challenge!

Sincerely,

Kathryn Drake
Kathryn Drake, Principal
Peach Plains Elementary

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