



Administration Office
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May 29, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the Velma Matson Upper 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 Mr. Adam DeShano, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/Q3N7fr> or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new 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. 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.

Reading

Key challenges for the Velma Matson include matching state reading proficiency scores, getting our male population to achieve as well as our female population on the reading assessment. Through the PLC process teachers reviewed and revised local assessments to match the depth and rigor of state and nationally normed assessments. This year we are participating in the High Impact Leadership project, which focuses on literacy while supporting school leadership growth, and capacity in the staff. Students at Velma Matson who fall below set reading criteria are provided with an Individual Reading Improvement Plan. This plan identifies reading proficiencies, an intervention plan, and a Read at Home Plan for parents. Our Title I services also provide select students with reading supports based on student achievement data.

Math

Key challenges for the Velma Matson include matching state proficiency scores, and having our female population to achieve as well as our male population. Key initiatives to combat these challenges include teachers reviewing and revising local assessments to match the depth and rigor of state and nationally normed assessments. We are also active in the Child Study process that connects students to proper services when necessary. Title I resources provide a Math Interventionist that provides services to select students based on academic achievement. We have quarterly data management meetings to identify students to identify students that should receive services.

State law requires that we also report additional information.

- Pupils will be assigned to the school after going through the registration process. Students will be assigned to their school by their grade level, academic performance, and age.
- Velma Matson's Dynamic Plan goals are to increase student achievement in reading, writing, and math. Reading and Math: We will provide direct Title Reading support to students that show the highest need based on NWEA Map data and local assessment. Writing: We will support teachers with their writing instruction practices by continuing to provide professional development support through certified in house training utilizing "Thinking Maps Writing from the Beginning and Beyond." Guided Reading: Will be utilized in language arts, science, math and social studies in all grade levels. Guided reading groups provide small group instruction daily to all students on pre-reading strategies, decoding, vocabulary, content, and comprehension. Thinking Maps: Thinking Maps are used in language arts (reading and writing), science (reading and writing), math and social studies (reading and writing) in all grade levels. Thinking Maps provide students with organizational patterns and abilities to sort, synthesize, and plan their thinking in all academic areas. Math: We provide professional development for our teachers in NWEA Map data that will allow them to identify achievement gaps, and drive instruction. Lexia Core 5 is used with students on a daily basis to monitor individual student progress. Lexia Reading Core 5 is designed to meet and exceed rigorous state standards as well as the Common Core State Standards. The program includes activities that work on six components of reading (phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension).
- Newaygo Public Schools follows and implements the Common Core Curriculum. An explanation of these standards can be found at <http://www.corestandards.org/> If you have further questions regarding the curriculum, please feel free to contact the building administrator.
- The number of parents represented by parents at parent-teacher conferences was 230. This accounts for 97% of our parent population.

Thank you for your participation and input throughout the year. It is our hope that we continue to work together to continuously improve students achievement. By working as partners, we will be able to achieve these goals.

Sincerely,



Velma Matson Upper Elementary Principal