



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

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PUBLIC INSTRUCTION

Indian Woods Elementary School 2013-14 Annual Education Report

August 16, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for Indian Woods 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 Principal Cheryl Rogers for assistance.

The AER is available for you to review electronically by visiting the following web site www.phasd.us or you may review a copy in our main office at your child's school.

The state has identified some schools with the status of *reward*, *focus*, or *priority*. A *Reward school* is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A *Focus school* is one that has a large achievement gap in 30% of its student achievement scores. A *Priority school* is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has not been given one of these labels.

Indian Woods Elementary is continuously working to improve our students' achievement. MEAP scores for Reading exceeded the county average but were inconsistent in growth across grade levels. Math scores were also inconsistent across grade levels, but 4th grade experienced a 22 point increase in scores with the improved focus on fact fluency. We were able to maintain the large jump in writing scores experienced a year ago and improve by one more percentage point. While we showed gains in Science and Social Studies, these scores continue to reflect the district and statewide trend of need for improvement.

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By continually monitoring progress, analyzing data, and maximizing our resources, we are actively working to address the school issues as outlined below.

- Using assessment data to guide classroom instruction – Indian Woods students will be assessed throughout the school year to provide staff members with assessment data to aid in instructional decision making in Reading, Mathematics, Science and Writing.
- Actively engaging students in instruction at their individual reading and math levels through small strategy groups.
- In the area of science, teachers provide instruction using non-fiction texts during the literacy block, and provide strategic intervention for content area vocabulary development.
- In the area of Social Studies, staff will be utilizing the MC3 curriculum as well as non-fiction texts and vocabulary development during the literacy block.
- Actively engaging staff members in professional development opportunities that support our School Improvement Goals.
- Collaborating in Professional Learning Teams – Indian Woods staff will meet regularly to discuss assessment data and to make informed instructional decisions based on student data.

State law also requires that we report additional information.

Pupil Assignment Process*

Students in the Port Huron Area School District were enrolled as follows:

Elementary students were divided among 10 elementary schools serving grades K–5 at Cleveland, Crull, Edison, Garfield, Indian Woods, Keewahdin, Kimball, Michigamme, Roosevelt and Woodrow Wilson.

Port Huron Area School District had Michigan Great Start School Readiness Program grant funded pre-school instruction for early childhood students in several elementary buildings.

Our District operated three middle schools serving 6th through 8th grades at Central, Fort Gratiot and Holland Woods.

Port Huron High School and Port Huron Northern High School served students in grades 9 through 12.

An alternative program and adult education were offered at the Harrison Center.

The Port Huron Area School District had a policy and process in place for both in-district and county/contiguous Schools of Choice requests. Copies of the policy and procedures were available throughout the District, in publications and at the administration building.

*This information was the same in the 2012-13 school year.

School Improvement Plan Status 2013–14

Reading improvement: To reach this goal, we focused on differentiating instruction to meet all students' needs. Students needing additional instruction in reading were regularly supported by classroom teachers and varied support staff. With the focus on the Common Core State Standards, special attention was placed to ensure equal emphasis was given to both informational and narrative text. In an effort to bring about continued improvement, staff regularly used graphic organizers to model the thought process necessary to read, discuss and use text and infused the best practices used in reading instruction across all content areas. With the implementation of new, higher Michigan Education Assessment Program (MEAP) cut scores our staff is focused on increasing the number of proficient students. As a result, on the reading portion of the MEAP English Language Arts test, 65% of the 3rd-grade students were proficient, 81% of 4th-grade students were proficient and 72% of 5th-grade. With MEAP being only one piece of data, our staff uses a balanced approach that includes district and classroom assessments to determine proficiency.

Math improvement: Staff continues to assess progress toward this goal by planning and teaching strategies to improve students' problem-solving skills using data gathered from individual student assessments. Increased focus was placed on differentiating instruction to meet all students' needs. Special attention was given to implementing a daily quick practice and math vocabulary to assist students in developing strategies to solve varied problems. Staff monitored progress through observation and individual student assessments. With the focus on the Common Core State Standards, higher Michigan Educational Assessment Program (MEAP) cut scores our staff focused on increasing the number of proficient students. As a result, on the reading portion of the MEAP Math test, 37% of the 3rd-grade students were proficient, 61% of 4th-grade students were proficient and 22% of 5th-grade. With MEAP being only one piece of data, our staff uses a balanced approach that includes district and classroom assessments to determine proficiency.

Writing improvement: To gain better knowledge and understanding of the writing process, students were exposed to various oral language activities and graphic organizers. Emphasis was placed on allowing students to regularly use the writing process through the Writer's Workshop Approach to write and share finished pieces of different genres including compare/contrast, persuasive, expository and narrative. An after school enrichment program provided writing motivation and inspired our students to write and publish their own stories. The stories were entered into a national contest. Our staff continued to monitor student progress through observation and District common writing assessments. Students needing additional instruction in writing were regularly supported by classroom teachers and varied support staff. With the focus on the Common Core State Standards, higher Michigan Educational Assessment Program (MEAP) cut scores our staff was focused on increasing the number of proficient students. As a result, our data shows on the Writing portion of the MEAP that 65% of 4th grade students were proficient.

Behavior improvement: Staff explicitly taught and modeled behavior necessary for a learning environment. Indian Woods established a school-wide system of reinforcements and consequences. Behavior expectations in common areas were regularly reviewed. Data regarding student referrals was used to problem solve and target students needing more support. Support staffs were trained on positive behavior supports so expectations were the same in all areas of a student's day. Data shows behavior infractions on average were below the national average.

Science improvement: Our staff focused on providing grade level appropriate hands-on exploratory activities that allowed students to investigate and develop solutions to real-world problems. Students had opportunities to reinforce science concepts in the real world, such as participating in the Earthkeepers program and visiting apple orchards, the Detroit zoo, Seven Ponds Nature Center and the Pine River Nature Center. Progress toward this goal was assessed through teacher observation and individual student assessments. With the focus on the Common Core State Standards, higher Michigan Educational Assessment Program (MEAP) cut scores our staff expected that the number of students proficient would decline this year. As a result, on our science MEAP, 13% of our 5th-grade students were proficient.

Social Studies improvement: Students were introduced throughout the school year to selected Core Democratic Values to increase their understanding and ability to apply each to real-world situations. Various strategies were implemented including the use of trade books, songs, maps and globes, and the study of our state's and country's early history. Field trips to Greenfield Village, a college visit to SC4, YMCA water safety program, Camp Copneconic and trolley tours around our community allowed our students a chance to better understand how the Core Democratic Values were an important part of our nation's history. Our students also participated in school-wide positive behavior expectations and charitable opportunities organized by our Student Council to reinforce the ideals of American democracy.

School Improvement Plan Status 2012–13

Reading improvement: To reach this goal, we focused on differentiating instruction to meet all students' needs. Students needing additional instruction in reading were regularly supported by classroom teachers and varied support staff. With the transition from local, state standards to national standards special attention was placed on infusing the Common Core State Standards to ensure equal emphasis was given to both informational and narrative text. In an effort to bring about continued improvement, staff regularly used graphic organizers to model the thought process necessary to read, discuss and use text and infused the best practices used in reading instruction across all content areas. With the implementation of new, higher Michigan Education Assessment Program (MEAP) cut scores our staff is focused on increasing the number of proficient students. As a result, on the reading portion of the MEAP English Language Arts test, 67% of the 3rd-grade students were proficient, 74% of 4th-grade students were proficient and 81% of 5th-grade. With MEAP being only one piece of data, our staff uses a balanced approach that includes district and classroom assessments to determine proficiency.

Math improvement: Staff continues to assess progress toward this goal by planning and teaching strategies to improve students' problem-solving skills using data gathered from individual student assessments. Increased focus was placed on differentiating instruction to meet all students' needs. Special attention was given to implementing a daily quick practice and math vocabulary to assist students in developing strategies to solve varied problems. Staff monitored progress through observation and individual student assessments. With the transition from local, state standards to national standards and the new, higher Michigan Educational Assessment Program (MEAP) cut scores our staff focused on increasing the number of proficient students. As a result, on the reading portion of the MEAP Math test, 40% of the 3rd-grade students were proficient, 34% of 4th-grade students were proficient and 29% of 5th-grade. With MEAP being only one piece of data, our staff

uses a balanced approach that includes district and classroom assessments to determine proficiency.

Writing improvement: To gain better knowledge and understanding of the writing process, students were exposed to various oral language activities and graphic organizers. Emphasis was placed on allowing students to regularly use the writing process through the Writer's Workshop Approach to write and share finished pieces of different genres including compare/contrast, persuasive, expository and narrative. A building-wide assembly provided writing motivation through drama and inspired our students to write and submit their own stories to be featured in a follow-up assembly. Our staff continued to monitor student progress through observation and District common writing assessments. Students needing additional instruction in writing were regularly supported by classroom teachers and varied support staff. With the transition from local, state standards to national standards and the new, higher Michigan Educational Assessment Program (MEAP) cut scores our staff was focused on increasing the number of proficient students. As a result, our data shows on the Writing portion of the MEAP that 64% of 4th grade students were proficient.

Behavior improvement: Staff explicitly taught and modeled behavior necessary for a learning environment. Indian Woods established a school-wide system of reinforcements and consequences. Behavior expectations in common areas were regularly reviewed. Data regarding student referrals was used to problem solve and target students needing more support. Support staffs were trained on positive behavior supports so expectations were the same in all areas of a student's day. Data shows behavior infractions on average were below the national average.

Science improvement: Our staff focused on providing grade level appropriate hands-on exploratory activities that allowed students to investigate and develop solutions to real-world problems. Students had opportunities to reinforce science concepts in the real world, such as participating in the Earthkeepers program and visiting apple orchards, the Detroit zoo and the Pine River Nature Center. Progress toward this goal was assessed through teacher observation and individual student assessments. With the transition from local, state standards to national standards and the new, higher Michigan Educational Assessment Program (MEAP) cut scores our staff expected that the number of students proficient would decline this year. As a result, on our science MEAP, 11% of our 5th-grade students were proficient.

Social studies improvement: Students were introduced throughout the school year to selected Core Democratic Values to increase their understanding and ability to apply each to real-world situations. Various strategies were implemented including the use of trade books, songs, maps and globes, and the study of our state's and country's early history. Field trips to Greenfield Village and trolley tours around our community allowed our students a chance to better understand how the Core Democratic Values were an important part of our nation's history. Our students also participated in school-wide positive behavior expectations and charitable opportunities organized by our Student Council to reinforce the ideals of American democracy.

Specialized Schools and Alternative Education*

The following programs are offered to PHASD students:

- St. Clair TEC offers countywide career and technical training to high school students.
- Woodland Developmental Center serves students with severe learning disabilities to age 26.

*This information was the same in the 2012-13 school year.

Core Curriculum 2013–14

The core academic curriculum is the foundation of the Port Huron Area School District's instructional program. It defines the outcomes to be achieved by all students and is based on the District's educational mission and goals. The District's purpose is to enable students to meet or exceed state requirements for achievement, with an ongoing emphasis that encourages academic excellence for all students.

Our curriculum is based on standards approved by the State Board of Education. In addition, it has been developed and written by Port Huron Area School District teachers, administrators and consultants who specialize in curriculum development.

As part of the core instruction, ELA and math instructors have aligned and written curriculum to support and implement the Common Core State Standards. A balanced assessment system is also a core part of this movement. Measures of Academic Progress (MAP) testing from NWEA provides teachers with screening and diagnostic tools to dig deeper into reading, grammar, and mathematic deficiencies to give teachers more data with which to support their students.

To access a copy of the core curriculum, contact the Department of Instruction at (810) 984-3101.

Core Curriculum 2012–13

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**Aggregate Student Achievement Results for Local Assessment:
NWEA MAP-North West Evaluation Association Measures of Progress**

READING Indian Woods Elementary	FALL TO SPRING Mean RIT			
	Indian Woods Fall 2013	National Norm Fall 2013	Indian Woods Spring 2014	National Norm Spring 2014
Grade K	141.4	142.5	156.2	157.7
Grade 1	152.7	160.3	175.5	176.9
Grade 2	179.1	175.9	191.9	189.6
Grade 3	180.6	189.9	199.0	199.2
Grade 4	191.1	199.8	207.5	206.7
Grade 5	201.7	207.1	208.2	212.3

MATH Indian Woods Elementary	FALL TO SPRING Mean RIT			
	Indian Woods Fall 2013	National Norm Fall 2013	Indian Woods Spring 2014	National Norm Spring 2014
Grade K	137.8	143.7	156.3	159.1
Grade 1	151.9	162.8	174.8	179.0
Grade 2	181.3	178.2	193.4	191.3
Grade 3	183.3	192.1	198.1	203.1
Grade 4	197.9	203.8	210.7	212.5
Grade 5	204.4	212.9	214.2	221.0

Parent-teacher conference rate

2013-14 — 99%

2012-13 — 99%

2013-14 was another year of tremendous growth for our school. Accountable proficient growth was 11-23% above target for all subjects tested. Staff refined skills with new initiatives from 2012-13 such as goal-setting and student-led conferences, and were trained in effective instructional methods such as Thinking Maps and 8 Mathematical Practices. Clubs and activities continue to be added based on student interest. New this year was Writing Club, and Walking and Chess Clubs were extended based on parent and student interest. We have strong parent support and work collaboratively to prepare our students to be the leaders of tomorrow!

Sincerely,

Cheryl Rogers

Cheryl Rogers

Principal, Indian Woods Elementary School