



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

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Keewahdin 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 Keewahdin 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 Gary Bates 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.

Keewahdin was successful in blending the new staff, students and parents into one well rounded school during this past year. However we still face a number of challenges. Academically we are struggling with our math achievement. This seems to be an area where our students are not making the needed growth. During the upcoming school year we will take a closer look at our data and use that data to develop interventions and increase the amount of small group math instruction. We will also take part in professional development activities using building, district and RESA staff. This will help not only our small group instruction but the whole group as well.

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We will also provide additional PD in the area of small group reading instruction. Even though our scores did show this as an area for relative strength, we are in need of additional support especially for the bottom 30 percent of our students that are truly struggling.

The need for increased teacher collaboration in each grade level as well as across the grade levels remains. We will continue to work on this using the second Tuesday staff meetings for grade level meetings where data will be analyzed and instruction planned based on that data. Also, all grades have common prep time and it will be expected that each grade level will meet at least once a week to collaborate.

As a building we will also continue to implement and refine our positive behavior intervention program. With a stronger focus on improving student behavior, we expect to see an increase in student achievement.

State law also requires that we report additional information.

Pupil Assignment Process — 2013–14*

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

English Language Arts Improvement: The staff continues to work diligently in this area. With the continued use of the Navigating Nonfiction books, there is an increased focus by the staff and awareness by the students of As we continued with the use of the NWEA/Map assessments, we are better able to use the data to drive our reading instruction, develop small group instruction, and interventions for our struggling students. This data was also used to implement a K-3 Walk to Read program that provided additional interventions. Our teachers continue to make excellent use of the 90 minute literacy block to ensure that adequate time is spent each day on reading related instruction. Writing instruction continues to be an area of concern and a focus for our staff. Time is spent in a variety of writing genres and with an increase in writing across the curriculum, journals are used

as well in reading, math and science. Our intervention specialists continue to provide support in the areas of reading, writing and math for our at risk students. During March is Reading Month, we did "One Book, One School" and every family was given a copy of How to Steal a Dog along with a reader's guide that included a calendar and questions for each chapter that were asked daily over the morning announcements. Students were chosen from each classroom that had the correct answers and they received a reward. With the support of the PTA we also had many of our students taking part in the Accelerated Reader program.

Math Improvement: This was our fifth year with the Math Expressions series which means our fourth graders have been using the program since kindergarten. With the consistent use of this program and the increased use of small group instruction in math, we saw limited growth in our achievement scores. A half day of professional development on improving math instruction and math fact fluency was provided by a RESA consultant, this helped aid instruction and assisted our staff in providing additional math strategies for all of our students. The NWEA math data is also used to help identify students in need of support and that students go with our interventionists to receive extra help. Our students in 5th grade took part in the Math Olympiads program as well as the monthly Pro-Solve test to help hone their math skills.

Science and Social Studies Improvement: Keewahdin students continue to face challenges in the areas of Science and Social Studies. We have continued our effort to improve our student's knowledge in these areas by using trade books, nonfiction reading books, and teaching these areas more across the curriculum. By helping students to see the connections to real life situations and not just as separate subjects that they need to learn will increase their knowledge base as well as help improve their MEAP test scores. This is a K-5 effort and must be used consistently to have the full effect we want. We also have K – 3 and 4 – 5 science clubs that meet weekly for six to eight weeks to learn the scientific process and do scientific investigations. Numerous field trips are taken by various grade levels that reinforce the concepts taught in these two areas and help in demonstrating their relevance for the students.

School Improvement Plan Status 2012–13

English Language Arts Improvement: The staff continues to work diligently in this area. With the introduction of the Navigating Nonfiction books, there was an increased focus by the staff and awareness by the students of the importance of reading and interpreting nonfiction literature and its place in the classroom and in student learning. With the implementation of the NWEA/Map assessments, we will be better able to use the data to drive our reading instruction, develop small group instruction, and interventions for our struggling students. DIBELS was also used as a source of data to assist in driving instruction. Our teachers continue to make excellent use the 90 minute literacy block to ensure that adequate time is spent each day on reading related instruction. Writing instruction continues to be an area of concern and a focus for our staff. Time is spent in a variety of writing genres and with an increase in writing across the curriculum; journals are used as well in reading, math and science. Our intervention specialists continue to provide support in the areas of reading, writing and math for our at risk students. During March is Reading Month, the students were challenged to read as many books as possible with the theme Going Bananas for Books. Each time a student finished

reading a book, they would write the title and author on a banana and it would be placed outside their classroom. Each Friday we held activities to help encourage the students to read, such as banana split day and slip into reading (slipper day).

Math Improvement: This was our fourth year with the Math Expressions series which means our third graders have been using the program since kindergarten. With the consistent use of this program and the increased use of small group instruction in math, we hope to see our achievement scores begin to climb. A half day of professional development on improving math instruction, math fact fluency, and technology to aid instruction will also assist our staff in providing additional math strategies for all of our students. DELTA Math is also used to help identify students in need of support and that students go with our interventionists to receive extra help. Our students in 5th grade took part in the Math Olympiads program as well as the monthly Pro-Solve test to help hone their math skills

Science and Social Studies Improvement: There has been a concerted effort to improve our student's knowledge in the areas of science and social studies scores by using trade books, nonfiction reading books, and teaching these areas more across the curriculum. By helping students to see the connections to real life situations and not just as separate subjects that they need to learn will help improve their MEAP test scores in the future. This is a K-5 effort and must be used consistently to have the full effect we want. We also have K – 3 and 4 – 5 science clubs that meet weekly for six to eight weeks to learn the scientific process and do scientific investigations. Numerous field trips are taken by various grade levels that reinforce the concepts taught in these two areas and help in demonstrating their relevance for the students.

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 Keewahdin Elementary	FALL TO SPRING Mean RIT			
	Keewahdin Fall 2013	National Norm Fall 2013	Keewahdin Spring 2014	National Norm Spring 2014
Grade K	139.6	142.5	154.6	157.7
Grade 1	158.5	160.3	175.8	176.9
Grade 2	172.7	175.9	186.7	189.6
Grade 3	184.3	189.9	195.7	199.2
Grade 4	194.3	199.8	201.3	206.7
Grade 5	200.6	207.1	208.1	212.3

MATH Keewahdin Elementary	FALL TO SPRING Mean RIT			
	Keewahdin Fall 2013	National Norm Fall 2013	Keewahdin Spring 2014	National Norm Spring 2014
Grade K	136.9	143.7	155.8	159.1
Grade 1	159.2	162.8	176.6	179.0
Grade 2	172.5	178.2	188.4	191.3
Grade 3	183.4	192.1	195.9	203.1
Grade 4	197.6	203.8	205.9	212.5
Grade 5	205.7	212.9	214.5	221.0

Parent-teacher conference rate

2013-14 — 97%

2012–13 — 96%

The 2013-2014 school year presented new challenges to Keewahdin, with the closing of Lakeport Elementary we added six new staff members and over 130 new students. Working together with staff, students and parents, we brought together two buildings as well as students from all over the district into one united school. We had such activities as our family oriented fall open house, Super Staff at Halloween, and One Book, One School. The Keewahdin staff has a wide variety of strengths and a willingness to work together for the good of all the students. Some of the staff unity was visible when Keewahdin presented at the March, Board of Education meeting, we had seven of our staff present and the remainder of the staff there in new Keewahdin shirts showing their support. Keewahdin is a school with a tremendous amount of pride and a strong willingness to do whatever it takes to provide the best education possible for our Little Huskies!

Sincerely,

Gary Bates

Gary Bates

Principal, Keewahdin Elementary School