

WEALTHY ELEMENTARY SCHOOL

2019-2020 Annual Education Report



EAST GRAND RAPIDS PUBLIC SCHOOLS

*Educating and inspiring each
student to navigate successfully
in a global community*

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January 31, 2020

Dear Parents and Community Members:

We are pleased to present our Annual Education Report (AER) which provides key information on the 2018-2019 educational progress for Wealthy 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 me for assistance at callen@egrps.org.

The AER data is available for you to review electronically by visiting the following website [link](#) or you may review a copy in the school's main office. This cover letter is available at wealthy.egrps.org.

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 was not given a label.

PARENT-TEACHER CONFERENCES

We are proud to report for the 2019-2020 school year fall conferences, 100% of Wealthy's 398 students were represented by parents. For the 2018-2019 school year, 100% of our 393 students were represented by parents at fall and spring conferences. For the 2017-2018 school year, 100% of our 401 students were represented by parents.

SCHOOL PLACEMENT

Placement in any of our three elementary buildings is based on attendance area, availability, and class size. At the secondary level, we have one middle school for students in grades 6-8 and one high school for students in grades 9-12.

CORE CURRICULUM

As part of our Strategic Plan, East Grand Rapids Public Schools' teachers, parents, administrators, and community members work together to align all curriculum areas with state and national standards. The Common Core State Standards have been embedded into our K-12 ELA, K-12 mathematics, and 6-12 social studies and science curricula. Our goal is to develop an integrated framework for 21st century student outcomes that encompasses curriculum, instruction, and assessment, which ultimately affect student learning. All curriculum documents are available on our website: www.egrps.org/District/Curriculum/index.html.

Through collaboration at every level, East Grand Rapids stands out as a model of public school success and we have received many state and national accolades, honors, and awards in our long history. We view these achievements as a challenge as we endeavor to continually improve our curriculum and instructional practices to meet the needs of all students.

STUDENT ACHIEVEMENT RESULTS FOR LOCAL AND NATIONALLY NORMED ACHIEVEMENT TESTS

MATHEMATICS 2013-2020

Wealthy					
Growth: Math 2-5 MI 2010 MI K-12 Standards Mathematics: 2010					
Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2019-2020	2	66	180.9	10.9	181
Spring 2018-2019	2	49	196.6	14.1	200
Winter 2018-2019	2	49	190.9	14.1	192
Fall 2018-2019	2	49	182.3	15.0	183
Fall 2019-2020	3	51	198.2	14.2	200
Winter 2018-2019	3	71	205.6	11.9	206
Fall 2018-2019	3	73	196.4	12.9	196
Fall 2019-2020	4	72	209.7	12.0	209
Winter 2018-2019	4	69	215.3	10.3	215
Fall 2018-2019	4	69	207.8	10.3	208
Fall 2019-2020	5	69	217.7	11.1	217
Winter 2018-2019	5	75	222.0	10.4	222
Fall 2018-2019	5	77	218.0	10.8	218

Growth: Math 2-5 CCSS 2010 V2 Common Core State Standards Mathematics: 2010					
Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2017-2018	2	69	191.1	11.1	191
Fall 2017-2018	2	69	178.9	12.6	179
Winter 2016-2017	2	65	193.2	10.3	193
Fall 2016-2017	2	65	180.0	12.7	183
Winter 2015-2016	2	71	195.6	9.8	196
Fall 2015-2016	2	72	183.3	12.9	185
Winter 2014-2015	2	67	194.2	10.2	195
Fall 2014-2015	2	67	183.8	13.4	184
Summer 2013-2014	2	3			
Spring 2013-2014	2	65	195.8	10.1	197
Winter 2013-2014	2	65	189.5	9.6	190
Fall 2013-2014	2	65	178.3	13.6	180
Winter 2017-2018	3	67	203.4	9.6	204
Fall 2017-2018	3	67	196.1	8.9	196
Winter 2016-2017	3	71	205.2	8.6	205
Fall 2016-2017	3	71	197.7	8.8	198
Winter 2015-2016	3	75	207.8	9.9	208
Fall 2015-2016	3	76	197.7	9.3	199
Winter 2014-2015	3	61	205.3	9.3	206
Fall 2014-2015	3	62	196.5	10.5	197
Spring 2013-2014	3	79	215.0	12.0	216
Winter 2013-2014	3	80	207.5	9.3	208
Fall 2013-2014	3	79	197.7	10.8	199
Winter 2017-2018	4	74	217.5	11.5	217
Fall 2017-2018	4	73	208.9	10.1	209
Winter 2016-2017	4	75	220.6	11.3	222
Fall 2016-2017	4	76	212.1	11.3	211

READING 2014-2020

Growth: Reading 2-5 MI 2010 MI K-12 Standards Language Arts: 2010					
Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2019-2020	2	66	179.6	14.8	181
Spring 2018-2019	2	49	196.2	16.6	198
Winter 2018-2019	2	49	192.1	16.4	194
Fall 2018-2019	2	49	181.2	17.2	183
Fall 2019-2020	3	51	194.2	15.9	197
Winter 2018-2019	3	71	204.4	13.0	205
Fall 2018-2019	3	73	195.3	16.0	196
Fall 2019-2020	4	72	208.7	14.7	211
Winter 2018-2019	4	69	209.6	12.3	212
Fall 2018-2019	4	69	206.5	12.4	208
Fall 2019-2020	5	72	213.9	11.5	215
Winter 2018-2019	5	78	220.2	11.6	221
Fall 2018-2019	5	80	216.5	12.2	217

Growth: Reading 2-5 CCSS 2010 V2 Common Core State Standards English Language Arts/ Literacy: 2010					
Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2016-2017	2	65	194.4	13.7	195
Fall 2016-2017	2	65	179.4	16.1	179
Winter 2015-2016	2	71	196.2	15.1	198
Fall 2015-2016	2	72	181.2	18.2	185
Winter 2014-2015	2	67	193.2	16.0	194
Fall 2014-2015	2	67	179.5	18.8	177
Winter 2016-2017	3	71	208.7	10.7	211
Fall 2016-2017	3	71	198.8	12.3	200
Winter 2015-2016	3	75	207.7	10.7	208
Fall 2015-2016	3	76	197.3	15.6	198
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Fall 2016-2017	4	76	210.3	13.0	209
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Fall 2014-2015	4	79	205.8	13.5	207
Winter 2016-2017	5	68	217.8	11.2	220
Fall 2016-2017	5	67	213.7	11.9	216
Winter 2015-2016	5	80	218.5	11.4	219
Fall 2015-2016	5	78	213.6	11.8	212
Winter 2014-2015	5	72	221.0	12.3	223
Fall 2014-2015	5	72	212.9	12.3	212



SCHOOL IMPROVEMENT

The School Improvement Team at Wealthy Elementary School, comprised of teachers (grade level representatives from kindergarten through fifth grade), a reading interventionist, and our PTO President, meets once a month to help support our school improvement goals and discuss specific building topics. We work collaboratively with all staff to set improvement goals and to assess student academic achievement. We use data from the NWEA Measures of Academic Progress (MAP), Fountas & Pinnell Benchmark Assessment System, M-STEP, and district math assessments to drive our instruction. Goals are based on collaborative decision-making through analysis of formative and summative assessments. Ongoing conversations on the topics of student achievement, curriculum, and assessment occur during grade level planning, staff meetings, and district grade level meetings.

ENGLISH LANGUAGE ARTS

Wealthy Elementary School students continue to demonstrate high reading achievement as measured by the percentage of students proficient on the M-STEP assessment. While the M-STEP assessment provides school level data, our instructional focus for literacy stems from teachers administering an individualized reading assessment to each student using the Fountas & Pinnell Benchmark Assessment System. This one-on-one reading assessment provides valuable data about each student's present reading ability. Teachers utilize this assessment data to design instruction so each student receives guidance at their individualized reading level.

With the student's interest in mind, coupled with the text level at which they read, the classroom teacher guides students to select engaging, "just right" text from robust classroom libraries. Using the Units of Study Reading and Writing, teachers provide their students with differentiated instruction, opportunities for application of skills, and concrete goals to help each child succeed. Robust classroom libraries directly support our Language Arts curriculum and greatly enhance our teachers' ability to motivate, engage, and evaluate their students in the areas of reading and writing. This philosophy ensures that all students, regardless of existing skills, are challenged to grow. Interventions for students demonstrating need are implemented with fidelity and with frequent progress monitoring. Lastly, our balanced-literacy approach emphasizes the relationship between reading and writing through a workshop model. Writing is consistently integrated across curricular content areas.

MATHEMATICS

Wealthy Elementary School students have historically demonstrated strong math proficiency rates. This success is reflective of our strategic implementation of our math curriculum, close alignment of our curriculum to State standards, and use of best teaching practices for math instruction.

The School Improvement Team is keenly focused on the analysis of M-STEP performance data as well as local assessments to ensure continuous improvement in mathematics instruction and achievement. Teachers administer pre- and post-assessments for each math unit they teach so that instruction can be individualized to meet the learning needs of each student. The team is focused on raising student math achievement rates through curriculum alignment and the development of student interventions.



SCHOOL CLIMATE AND CULTURE

Positive and proactive programs that support our school climate and culture and nourish the individual needs of each child are incorporated into our school improvement plan. Wealthy Elementary School has implemented a Positive Behavior Intervention Support program (PBIS) that systematically evaluates school climate and culture data and responds appropriately. With this approach, students and staff focus on being a TEAM member and apply the TEAM motto every day.

The TEAM motto and its corresponding meanings are incorporated into the behavioral expectations taught in each school setting. TEAM posters define the specific expectations for each environment and have bullet-pointed expectations for how to be a responsible, safe, and respectful difference maker. In addition to TEAM Recognition Cards given to students when positive behaviors are witnessed, TEAM celebrations are held approximately every six weeks that not only highlight the great things that have occurred in our school, but also provides another valuable teachable moment to positively reinforce our TEAM philosophy.

SPECIAL EDUCATION

Our district provides educational interventions, opportunities, and support for students with special needs. Special Education services include early childhood, self-contained, resource

programs, with occupational therapy, physical therapy, psychological, school social work, speech and language, and teacher consultant services. The Individualized Education Program (IEP) Team, including administrators, parents/guardians, teachers, and students when appropriate, meets at least once per year to decide what is required for each eligible student to make educational progress.

Services are provided for our preschool age students, ages three to five, through a variety of options. We evaluate our preschool age children at our Early Childhood Assessment Center. A continuum of services are provided, based on student need, including Early Childhood Home and Community, Early Childhood Special Education Classroom, and related itinerant services.

Resource program support is provided in each of our elementary school buildings. East Grand Rapids Middle and High Schools also provide

resource program services for eligible students. By their sixteenth birthday, all East Grand Rapids special education students plan transition activities to reach their post-secondary vision.

Our district also offers self-contained classrooms for students with moderate cognitive impairments at the middle school and high school buildings. Additionally, through cooperative agreements with other school districts, East Grand Rapids Public Schools provide programs and services for our youngest students, from birth to age three, and for our students who require more specialized programs.

For additional information, please contact the Special Education Department located in the James E. Morse Administration Center at Woodcliff, or refer to the Special Education section on our website: www.egrps.org/District/Special-Education/index.html.



At Wealthy Elementary School, we believe that children learn best when challenged, motivated, and supported in their classrooms. The staff are committed to providing quality education for all our students in a safe, nurturing learning environment where inquiry and creativity are fostered. Our positive, proactive approach to learning cultivates an environment where every student is valued and an integral part of our TEAM. Our whole-child focus, combined with staff and parents who are committed to serving the individual needs of all students, are but a few of the attributes that make Wealthy Elementary School a special place to learn and grow.

Sincerely,

Carlye B. Allen
Principal

