



Sturgis Public Schools

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Arthur C. Ebert, Ph.D., Superintendent
Nicole Airgood, Asst. Superintendent

May 7, 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 Eastwood 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 the principal of Eastwood Elementary, Mr. Mike Miller, for assistance.

The AER is available for you to review electronically by visiting the following web site: [Annual Education Report](#), 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.

We continue to face challenges in both reading and math achievement. M-STEP data shows that 38.8% of our 3rd grade students, 33.1% of our 4th grade students, and 44.9% of our 5th grade students were proficient in English Language Arts (ELA) at the end of the 2015-16 school year. For the 2016-17 school year, M-STEP ELA data shows that 35.0% of our 3rd grade students, 30.2% of our 4th grade students, and 40.4% of our 5th grade students were proficient. In Math, M-STEP data shows that 36.7% of our 3rd grade students, 26.3% of our 4th grade students, and 24.1% of our 5th grade students were proficient at the end of the 2015-16 school year. For the 2016-17 school year M-STEP Math data shows that 39% of our 3rd grade students, 23.4% of our 4th grade students, and 19.2% of our 5th grade students were proficient.

We continue to work toward improving these numbers. This was our third year implementing Ready Common Core in math. We believe once fully implemented this will continue to help build common vocabulary and instructional consistency which will in turn have a greater impact on our student achievement. We continue to work under the PLC model in which teachers work together multiple times per week to analyze student data and adjust instruction based on that data. We continue to provide daily intervention for all students using a combined approach with MTSS and RTI. Our ESL programming includes a program called Imagine Learning. Our ESL population is given extended learning opportunities with this program in an after school setting.

State law requires that we also report additional information, listed below:

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Process for Assigning Pupils to the School:

When students enter the district, the location of the home or daycare provider is considered for placement.

Whenever possible, students are placed in their neighborhood schools. Other factors that impact placement decisions include services offered at the school, such as special education, the need for language support, and average class sizes at the time. School status and requests are also taken into consideration. Upon exiting 2nd grade, all students in the district then attend Eastwood Elementary (Grades 3 - 5), Sturgis Middle School (Grades 6 - 8), and Sturgis High School (Grades 9 - 12).

School Improvement Plan Status:

Each spring, data is collected and reviewed. The data is analyzed over time and decisions regarding goals and strategies are selected, based on best practice research. Annually, we update our school improvement plan to clarify how we are progressing toward our goal and adjustments are made to reflect needed changes. A copy of the current School Improvement Plan will be available for review from the building office by September 1st of each school year.

Description of each specialized school:

Eastwood Elementary School serves all general education students and students with Individualized Development Plans in 3rd - 5th grades. It is not considered a specialized school.

How to Access the Common Curriculum:

The state of Michigan, along with a majority of states, have adopted the Common Core standards. The Common Core standards establish clean and consistent goals for learning that will prepare our students for success in college and work. They are closely aligned to the Grade Level Content Expectations that we had prior to the adoption of the Common Core. The district is currently in the process of updating Sturgis Public Schools curriculum maps to align with the Common Core standards. The essential skills parent friendly documents will be distributed at open house. The new Common Core standards and their alignment documents can be accessed at:

<http://www.corestandards.org/>

RESULTS FOR LOCAL COMPETENCIES AND NATIONALLY NORMED STUDENT ACHIEVEMENT TESTS:

Eastwood Elementary School's 3rd through 5th grade students are assessed three times annually in the areas of Reading and Mathematics using the i-Ready benchmark assessment, a normed, diagnostic test. The 2014-15 school year was the first year of implementation for this test so three years of data can be shared at this time. A beginning to end of year comparison is shown.

Grade	2014-15 Reading Fall/Spring	2015-16 Reading Fall/Spring	2016-17 Reading Fall/Spring	2014-15 Math Fall/Spring	2015-16 Math Fall/Spring	2016-17 Math Fall/Spring
3rd Grade	503/535	499/527	485/520	430/458	423/458	420/450
4th Grade	521/546	521/539	519/535	451/478	449/468	443/464
5th Grade	545/569	546/568	542/562	467/489	466/488	458/479

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Parent/Teacher Conference Participation:

The expectation of this district is for all staff to participate collaboratively with parents to ensure that students are learning. Each year, we require and achieve 100% participation. During the parent/teacher conference window, teachers communicate with families, either during a face-to-face conference, phone conference, or home visit. If, after repeated attempts, the teacher is unable to make a personal contact with the family, written communication is utilized.

In closing, we would like to recognize the efforts of our students, staff, families, and community. Through our combined efforts, we will continue to work towards success for all students.

Sincerely,

Mr. Mike Miller

Principal of Eastwood Elementary School

(269) 659-1560

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