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To access the Annual Education Report (AER) data, go to
<https://www.mischooldata.org/DistrictSchoolProfiles/AssessmentResults/Meap/MeapPerformanceSummary.aspx>

Select St. Clair County RESA. Select Port Huron Area School District. Select Keewahdin Elementary School.
When Report Settings have been chosen, click on View Results.

Keewahdin Elementary School 2012-13 Annual Education Report

August 16, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 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 from the 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.

With the closing of Lakeport Elementary, Keewahdin will be receiving up to 130 new students this fall, this will increase our total school population and class sizes will be up. There will be a need for increased teacher collaboration in each grade level as well as across the grade levels. This will be accomplished by using the second Tuesday staff meetings for grade level meetings where data will be analyzed and instruction planned

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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.

According to our data, math is an area of concern; this is addressed in our school improvement plan. Our teachers will regularly monitor student progress and analyze data to inform and plan whole and small group instruction. As part of our professional development for the year, the teachers will receive training in small group math instruction and progress monitoring tools. This will be provided by out interventions specialists, RESA and ICLE consultants.

Pupil Assignment Process – 2012–13*

Students in the Port Huron Area School District were enrolled as follows: Elementary students were divided among 11 elementary schools serving grades K–5 at Cleveland, Crull, Edison, Garfield, Indian Woods, Keewahdin, Kimball, Lakeport, Michigamme, Roosevelt and Woodrow Wilson. A Michigan 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 2011-12 school year.

School Improvement 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.

School Improvement 2011–12

English Language Arts Improvement: With a heightened focus on expository text reading or "reading to learn" and writing to inform all members of the Keewahdin community have received initial instruction in the use of Reciprocal Teaching. This approach will be fully implemented for the 2012-2013 school year and we hope to see results in all areas that are measured on the MEAP. The staff met weekly as grade level teams to discuss the core instruction in our *Harcourt Reading* series and methods to improve the guided reading instruction and small group literacy skills lessons. We used the WriteWell program and Writing Diner to incorporate mini lessons into our Writer's Workshop. Student writing was shared over the public announcement system on a weekly basis. Teachers continue to be trained in how to use the data from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS NEXT) assessments to inform their instruction and adjust small group lessons. Keewahdin teachers closely monitor their 90-minute reading block to insure uninterrupted reading instruction. All students identified as needing additional reading support were given support by interventionists in small group focused instruction. Students also had opportunities to stretch their learning through the use of the Accelerated Reader Program. We also supported family literacy during the month of October. Through "One Book, One School" every family was given a

copy of the Miraculous Journey of Edward Tulane and a nightly reader's guide with pages identified for reading. Students were challenged to answer daily trivia questions that related to the previous night's reading passage.

Math Improvement: Our *Math Expressions* series continues to provide students with higher level thinking and problem solving skills. Students are encouraged to write about their mathematical thinking used to solve a problem. Students in 5th grade participated in the national Math Olympiad program as well as monthly Pro-Solve tests. We have begun to use the results from the DELTA math screener to identify students who need Tier 3 support and further small group interventions in math. Students are given opportunities to strengthen skills they may not have learned in previous school years through guided practice and quick checks. Students are setting learning targets and the growth is celebrated.

Science and Social Studies Improvement: Keewahdin students are facing some challenges in the areas of Science and Social Studies as measured by the Michigan Educational Assessment Program (MEAP). The Keewahdin teachers have strived to make the learning more relevant and "hands on" with a focus on constructed responses to explain scientific thinking. Students can be observed conducting *field* studies to determine the diversity of plant and animal life or exploring speed and motion after making their own rocket. In order to provide opportunities for students to explore a variety of topics, students in 4th and 5th grades participated in our after-school Science Club. We also started a Junior Scientist club this year. Students met for 6 weeks after school and learned about the scientific process. In social studies, learning was more cross curricular so that concepts could be more concrete and real for the students. Students read many informational text selections.

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 2011-12 school year.

Core Curriculum 2012-13

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 the Common Core State 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.

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Our curriculum is based on the Michigan Curriculum Framework, Grade Level Content Expectations (GLCEs) and the Michigan Merit Curriculum (MMC) 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.

In the 2012-13 school year, the middle school instructional staff will begin implementing Response to Intervention. 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 will provide 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. This will be a part of the high school core curriculum in the 2013-14 school year.

Alternate assessment testing

N/A

Parent-teacher conference rate

2012-13 — 96%

2011-12 — 97%

In my first year as principal at Keewahdin, I have found the staff to be welcoming, supportive and ready to work for their students. As I got to know the staff, I saw some real strengths and a willingness to start working together for the good of all the students. Some of the staff unity really showed up when Keewahdin presented at the December Board of Education Meeting. The majority of the staff, in new Keewahdin t-shirts, came to show their support. The other was our open house for

the students being transferred here from Lakeport. We had 29 of our staff members, certified and noncertified, participate and welcome not only Lakeport families but those coming from other schools as well. It was an excellent showing and truly showed the new families we really wanted them here at Keewahdin.

Sincerely,

Gary Bates

Gary Bates

Principal, Keewahdin Elementary School