



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

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GOVERNOR

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PUBLIC INSTRUCTION

Woodrow Wilson Elementary School 2013-14 School Annual Education Report

August 17, 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 Woodrow Wilson Elementary School. The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Principal Scott Fairman 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 been identified as a *Priority school*.

Challenges are addressed in each academic area in Woodrow Wilson's School Improvement Plan. However, challenges in reading, math, and attendance will be a focus for the coming school year.

Results from the 2013 Reading Michigan Educational Assessment Program (MEAP) indicate proficiency ratings ranging from 35%-48% in students tested in grades 3-5. Narrative and Informational Text structures and comprehension as well as comparing and contrasting relationships within and across text are specific areas of focus. A Reader's Workshop

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management system, which will include guided reading, will be implemented in all grades to eliminate this challenge and increase proficiency. Students will be instructed at their instructional level and students will be exposed to a greater amount of texts.

Results from the 2013 Math MEAP indicate proficiency ratings ranging from 6%-21% in students tested in grades 3-5. Fluency, geometry, measurement, and data continue to be challenges. Through the use of District Benchmark assessments, administered three times a year, teachers will use this data to plan for and instruct small groups based on instructional deficits. Progress monitoring between testing periods will measure the success of the instruction. Small group instruction in math will take place 2-3 times per week in all classrooms at Woodrow Wilson.

Attendance continues to be a challenge at Woodrow Wilson. Students coming to school late, leaving early, and/or not attending for a full day greatly impact the academic success of students if excessive. Through a partnership with the Department of Human Services and Pathways to Potential, student truancy issues at Woodrow Wilson will greatly decrease. A DHS Success Coach, with an office on campus, will work directly with parents to minimize challenges outside of school that may be keeping their children from attending school and being on time. Incentive programs will be put in place for both student and families of Woodrow Wilson.

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 9th through 12th grade. 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

Woodrow Wilson's School Improvement Plan (SIP) serves as a guide for staff and administration to increase student academic achievement. Woodrow Wilson's SIP is increasingly becoming a living document. Data, provided through school and district benchmark assessments, guide the SIP Team in making the necessary changes to meet the

needs of learners. Woodrow Wilson stakeholders continue to strive to increase proficiency in Reading, Mathematics, Science, and Social Studies.

Woodrow Wilson staff members continue to integrate the Eight Mathematical Principals, technology, small group instruction in both reading and math, and the development of content-specific vocabulary. Woodrow Wilson teachers have also continued to deliver rigorous, relevant, and engaging instruction to better prepare students for middle school, high school, and higher education.

Data has indicated a need for an increase in professional staff development in reading instruction. Guided Reading continues to be a focus at each grade level, but Reading Workshop will be a focus for the coming year. Reading Workshop will ensure an increase in engagement and proficiency.

Small group math instruction was a success during the 2013-2014 school year. Teachers will continue to build their repertoire of strategies to meet the needs of all learners and use appropriate assessments to measure growth.

Parent participation at Woodrow Wilson will continue to be a priority for the coming year. Math and ELA parent events took place during the 2013-2014 school year. Increasing attendance at these continues to be a challenge. Strategies will be explored to increase parent attendance in order to strengthen the home-school connection.

Increasing proficiency in all tested areas is a priority for all Woodrow Wilson staff. During the 2014-2015 school year, a strong emphasis will be placed on reader's workshop, scientific investigations, and writing across all content areas.

School Improvement Plan Status 2012–13

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Data is the driving force behind editing Woodrow Wilson's School Improvement plan to meet the needs of all learners. A team, including a cross-section of stakeholders, has assisted in evaluating the current plan and making necessary changes to strategies and activities in all tested subject areas.

Woodrow Wilson staff members have successfully integrated the use of the Eight Mathematical Principals, technology, small group instruction in both reading and math, and the development of content-specific vocabulary. Woodrow Wilson teachers have also continued to deliver rigorous, relevant, and engaging instruction to better prepare students for middle school, high school, and higher education.

Parent participation at Woodrow Wilson will continue to be a priority. Three parent events were held during the 2012-2013 school year. Three parent/family nights were held to assist in increasing and enhancing the home-school connection.

Increasing proficiency in all tested areas is a priority for all Woodrow Wilson staff. During the 2013-2014 school year, a strong emphasis will be placed on writing in all content areas to

deepen understanding, scientific investigations, and perfecting and implementing guided reading in all grades.

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.

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

READING W Wilson Elementary	FALL TO SPRING Mean RIT			
	W Wilson Fall 2013	National Norm Fall 2013	W Wilson Spring 2014	National Norm Spring 2014
Grade K	135.7	142.5	153.4	157.7
Grade 1	150.9	160.3	170.4	176.9
Grade 2	164.7	175.9	180.1	189.6
Grade 3	165.3	189.9	183.4	199.2
Grade 4	180.2	199.8	192.6	206.7
Grade 5	183.5	207.1	194.9	212.3

MATH W Wilson Elementary	FALL TO SPRING Mean RIT			
	W Wilson Fall 2013	National Norm Fall 2013	W Wilson Spring 2014	National Norm Spring 2014
Grade K	132.6	143.7	153.6	159.1
Grade 1	150.2	162.8	172.0	179.0
Grade 2	166.1	178.2	180.9	191.3
Grade 3	172.9	192.1	188.7	203.1
Grade 4	189.3	203.8	199.6	212.5
Grade 5	194.1	212.9	203.6	221.0

Parent-teacher conference rate

2013–14 — 82%
2012–13 — 92%

Woodrow Wilson’s staff, parents, and community have taken exemplary measures to help ensure that our students are prepared for lifelong learning. Thank you to the Department of Human Services for implementing the Pathways to Potential Program. Parents and staff have welcomed their partnership with Woodrow Wilson to decrease truancy and increase student academic success. Through our joint efforts, students are receiving an education that is more rigorous and relevant. This, along with meaningful student and staff relationships, has created an atmosphere where students are becoming self-motivated and excited about learning. Staff members are empowered to accommodate the needs of their global learners by offering them an education that is a best fit based on their academic and social needs. Woodrow Wilson parents are informed of student progress and are increasingly willing to partner with our teachers to ensure greater success. Congratulations to all stakeholders for a successful 2013-2014 school year.

Sincerely,

Scott Fairman

Scott Fairman
Principal, Woodrow Wilson Elementary School