



February 21, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2015-16 educational progress for the Kirk 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 Karen Moore, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.mcsdistrict.com>, or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. 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.

Kirk Staff is working diligently to improve our instruction, incorporate best teaching practices, and increase student achievement in all core areas. Kirk Elementary uses objective criteria to identify students who are most at-risk by using multiple data measures such as NWEA and DIBELS; this data was analyzed by staff members during data review meetings, staff meetings, and grade level meetings to continually identify students who were failing or who were at risk of failing.

Students in the entire school are assessed three times per year (September, January, May) using DIBELS, NWEA and local common assessments to determine student's current performance and to identify those students who without further intervention will be more likely to develop problems in one or more of the four core - Mathematics, Language Arts, Science or Social Studies. The data is analyzed and the bottom 10% of students in each grade level is identified for specific interventions based upon the data. We are also below state targets of performance on state assessment measures in mathematics as well as DIBELS national norms.



We are actively working to address these achievement gaps by:

- Collecting a variety of data about each student to gain a much deeper understanding of the students' exact learning needs.
- Developing intervention services designed to hit specific skills that may be weak or missing.
- Ensuring curriculum is aligned to the Common Core State Standards.
- Identifying a lack of consistent explicit instructional practices across all grade levels along with a lack of consistency and timing of teaching critical math skills.
- Recognizing students need for continual and intensive practice on basic computation skills.
- Progress monitoring (bi-weekly) students who are at risk of failing and analyzing this data to improve instruction to meet specific needs.

Process for assigning pupils:

Millington Community Schools has one elementary building that follows the school attendance boundaries that are already set for Millington Community Schools. Out-of-district students have the option to apply for and follow the Schools of Choice process.

Status of the 3-5 year School Improvement Plan:

Kirk Elementary School continues to use the school improvement process to re-evaluate our previous goals, to set new goals, and work as a team to consistently improve student achievement. The following goals were developed within the scope of the School Improvement process:

- A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in computational skills in Mathematics by 06/01/2017 as measured by the NWEA and / or DIBELS assessments.
- A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the big ideas of reading for their grade level / time of year in English Language Arts by 06/01/2017 as measured by DIBELS and / or NWEA assessments.
- A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More



Status of the 3-5 year School Improvement Plan Continued:

Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing skills in English Language Arts by 06/01/2017 as measured by writing samples collected at the beginning of the year and at the end of the year.

- Staff will collaborate to provide consistent expectations to all students by 06/01/2017 as measured by SWIS (School-wide Information System)
- Progress toward these goals is monitored monthly during building leadership meetings and grade level meets on a regular basis to adjust strategies to meet these goals.

A Brief Description of Each Specialized School:

Kirk Elementary is the only elementary school in the Millington Community School District housing grades Kindergarten through 5th grade. It is located in the heart of downtown Millington, a serene rural community in Tuscola County. Kirk Elementary draws many students from surrounding areas through school of choice. Kirk is very proud to provide a high quality curriculum following state content standards. In addition we offer interventions to support the needs of our learners delivered by highly qualified educators. Teachers at Kirk Elementary are adept at using information gleaned from multiple data sources to identify the strengths and needs of their students to drive their instruction. For several years Kirk was involved in the Michigan Behavior and Learning Support Initiative and many of these practices continue today. As part of this initiative, we have implemented a successful Positive Behavior Intervention Support Program to reward and encourage positive behavior.

Core Curriculum:

The Millington Community School District follows the core academic curriculum as written by the State of Michigan and can be found at <http://www.michigan.gov/mde>. Kirk houses curriculum maps in the office for parents to view or have a copy of, as well as online access to Plan Book <https://www.planbook.com>. Plan Book is an online lesson-planning tool that provides parent access to standards that are being taught on a daily or weekly basis. Kirk Elementary has a research-based core curriculum for both areas of reading (ELA) and math. Our ELA block consists of 90 uninterrupted minutes of whole and small group instruction. Teachers worked to review and revise the curriculum from the state to ensure that all benchmarks are being taught. Specifically, teachers continued working with the Common Core State Standards to review, evaluate, develop, and write horizontally and vertically aligned curriculum and assessments. Teachers also reviewed and revised new our reading curriculum to guarantee the most important Big Five Ideas in reading are being taught. The progress of students is monitored monthly in both Reading and Math to ensure student success. We continue to offer Response to Intervention/Multi-Tiered Systems of Support to those students not yet meeting grade level expectations. For those students, an additional 30 minutes in a small group setting is provided in the area of reading or math to strengthen the student's skills.



Aggregate Student Achievement Results for Nationally Normed Achievement Tests:

Kirk Elementary staff continually analyzes student data to drive instructional and placement decisions. Multiple sources of data are used to give a complete picture of each student. Assessment data reveals that Kirk continues to make student achievement a priority and increase student scores. The following data / charts indicate Kirk's progress and success this past year.

Northwest Evaluation Association (NWEA), is given two times a year: September and March. This assessment gives an overall picture of the student's level of performance over time.

2015-2016 NWEA Reading

Grade	Mean Projection	Mean Growth
Kindergarten	14.7	14
1	15.1	19.7
2	12.8	14.9
3	9.6	9.3
4	7.3	8.4
5	5.7	8.8

2015-2016 NWEA Mathematics

Grade	Mean Projection	Mean Growth
Kindergarten	16.5	18.5
1	16.2	18
2	13.5	13.3
3	11.3	8.8
4	9.7	9.5
5	8.3	7.3



Percentage of Students Represented by Parents at Conferences:

Parent participation with Kirk Elementary School is exceptional. Kirk Elementary had 91% of parents attending the fall parent teacher conferences. Parents and teachers communicate informally throughout the year through classroom newsletters, notes, and telephone calls. It is imperative to develop close cooperation between home and the school to assist each student to reach their maximum student achievement. Parents are an integral part of the educational process. Kirk welcomes parents and grandparents to become actively involved. Teachers use volunteers to assist in the preparation of materials, work with small groups of students within the classroom, and chaperone field trips. Throughout the year, parents play an active role during Student Assistance Team meetings and help to determine needed programs and services for their child. Many opportunities are present for parental input and decision making about the program and services that are offered at Kirk Elementary. Kirk Elementary has a very active Parent Teacher Organization that meets monthly and assist with activities before, during and after school.

The staff at Kirk Elementary truly understands the significance of student achievement and has fully devoted themselves to assisting every student learn to their fullest potential. We are incredibly grateful for the community that is very supportive and involved in the life of our school. There is a positive quality of all interactions and feelings of trust and respect within our school community with multiple dimensions including a sense of order and discipline, parental involvement, staff dedication to student learning, high expectations for academic performance and behavior, and respectful interactions between all stakeholders.

Sincerely,

Mrs. Karen L. Moore, Principal