



the road to the future
Arryn Schneider, PRINCIPAL

The purpose of Woodland Elementary is to create a nurturing environment in which children become life-long learners who reach their greatest potential.

WOODLAND ELEMENTARY SCHOOL

January 29, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Woodland 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 Arryn Schneider, Principal, for assistance.

The AER is available for you to review electronically by visiting the [MI School Data website](#). You may also review a copy in the main office at Woodland.

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 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 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.

Woodland Elementary has not been given one of these labels.

We were pleased with our Woodland students' performance on the MSTEP assessment in 2019. However, we are constantly striving to increase proficiency and close achievement gaps identified by state and local assessments. Our biggest challenge lies in closing our achievement gaps. Gaps exist between our Economically Disadvantaged students, English Language Learners and our Special Education students as compared to their counterparts. We were excited at the amount of growth our students have achieved and to see the reduction of our achievement gaps.

In order to address these challenges, we have implemented the following initiatives:

- Provided additional Reading Interventionist Support for at-risk readers grades K-3
- Implemented small group guided reading for 4th-5th graders using Pearson QuickRead
- Utilized Behavior/Literacy Interventionist part-time to support our 3rd-5th graders
- Provided professional development to all staff in the areas of Next Generation Science Standards, Differentiated Instruction, Explicit Instruction and Social-Emotional Learning
- Continued implementation and professional development of the Lucy Calkins Reading and Writing Units of study for the 2019-20 school year
- Purchased FOSS Kits for physical and earth science at all grade levels
- NWEA Map Assessments and analysis three times per year to monitor student progress and to design instruction
- Scheduled regular data meetings for grade-levels to review data

State law requires that we also report additional information.

1. Process for assigning students to the school: The Avondale School district designates enrollment areas for each of its four elementary buildings. Residents in the Woodland attendance area attend our school. When space permits, parents may apply to have their child attend another district elementary school. Woodland also has several Schools of Choice students as part of Avondale's limited School of Choice offerings.

2. Status of the 3-5 Year School Improvement Plan: Woodland Elementary, along with the Avondale School District, has received district accreditation from AdvancED. We are working to show growth and increase proficiency in reading, writing in the content areas (claim/support), and math computation and geometry. We have also included goals focusing on Positive Behavior, Interventions & Support and College and Career Ready experiences. Woodland’s plan can be reviewed on our building website at www.avondaleschools.org.

3. Core Curriculum: Core Curriculum is defined as those educational outcomes that are important for all students to attain as they progress through school. The Michigan Department of Education provides an academic core curriculum that specifies the standards, benchmarks, and content expectations at each grade level and content area K-12. We follow the Common Core State Standards in English Language Arts and Math, and the Next Generation Science standards. The Avondale School District strives to provide all students with a comprehensive curriculum consistent with the State of Michigan’s core curriculum that meets their diverse needs and prepares them for a productive future. Information on the core curriculum is available at www.mi.gov/mde or in our school office.

4. Achievement Testing: All Avondale 1st-5th grade students have taken the nationally normed NWEA Map Assessment for Math and Reading. This standardized assessment is given three times a year and data is used to drive instructional practices.

Reading			Math	
Grade	% Proficient	% Met/Exceeded Growth RIT	% Proficient	% Met/Exceeded Growth RIT
1	81	69	79	79
2	85	58	87	49
3	79	73	75	58
4	67	51	75	40
5	71	47	66	49

5. Parent-Teacher Conference Data: For the past two years, Woodland had approximately 98% attendance at Parent Teacher Conferences. We offer conferences in the Fall and Spring through face-to-face meetings and/or via phone conversation.

The strength of Woodland Elementary School is found in the dedication of our students, parents, and educators working together in a cooperative spirit. As a community of diverse learners, we are focused on the successes of our students as they prepare for the world of tomorrow.

Sincerely,



Arryn Schneider
Principal
Woodland Elementary School