

March 13, 2017

Dear Parents and Community Members,

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for the Pontiac Academy for Excellence 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 Ms. Marble, Principal for assistance.

The AER is available for you to review electronically by visiting the following web site [www.pontiacacademy.org](http://www.pontiacacademy.org) or you may review a copy in the principal's 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 was identified as a Priority School. Pontiac Academy for Excellence pride itself on student achievement and academic growth. After reviewing our M-Step data and Scantron data we know that we must continue to move students towards a "proficient" status. However, we know there are some challenges that we continue to face which are the following:

- Students performing below his/her grade level in reading or math
- Student apathy
- Teacher retention
- Declining Enrollment/new student entrance

The key initiatives being undertaken by our school to accelerate student achievement and close persistent gaps in achievement are the following:

In an effort to improve academic performance, a robust Multi-tiered System of Support (MTSS) has been implemented. This program provides academic supports to students, based on their individual needs, as determined by their academic achievement data, which identifies them as being placed into one of three possible Tiers of support. Tier I supports reflect the general education provided for all students. Tier II intervention will provide small group targeted and focused instruction based on individual needs of students. Tier III supports are manifested in a pull-out intervention program for students who are performing well below grade level, and require remediation and mastery of several skills/standards in order to be successful with the grade level content. Renaissance Learning, a program the district adopted provides an interactive experience, including assessments and curriculum for the district's Tier II, Tier III, ESL, and special education students who are struggling in the content areas of Reading and Mathematics. This district-wide initiative provides a Multi-Tiered System of Support program resource, focused on entrance/exit criteria for Reading and Math, as well as individualized learning paths generated through these criteria, progress monitoring of student achievement, as well as parent progress reports for struggling students. MTSS staff work with small groups of struggling students to provide targeted and focused instruction on strengthening academic skills, leading to overall classroom success.

In order to produce meaningful, accurate, and relevant data several times throughout the school year, the district has adopted NWEA Measure of Academic Progress (MAP). NWEA is a computer-adaptive test that lets educators quickly pinpoint the proficiency level of students, across a range of subjects that correspond with the specific standards, which provides for more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods. The assessment is used for identifying at-risk populations through regular data meetings, to improve student understanding.

In order to improve achievement in our school, we have planned a number of initiatives, implemented programs and curriculum resources that will focus on each core content area. These programs listed below are key initiatives that are being undertaken to accelerate student achievement:

### **Reading**

Every student will receive a 90 minute block of daily reading instruction. Within this daily block, each student will receive small group instruction that is specific to his/her achievement level through the implementation of learning centers at least 4 times per week. We will also be continuing our after school program, focusing on reading skills one day per week, each week tutoring is offered. Atlas, an online curriculum warehouse tool, will be used

to create engaging content units of instruction. Interventionist will be able to provide small group intensive instruction following the multi-tiered system of support. Also, we have instructional coaches to provide additional support to our teaching staff. Finally, our school will continue to use student data from assessment tools such as Scantron Performance Series and Star Reading to drive instruction.

### **Mathematics**

Pontiac Academy for Excellence Elementary School adopted a new math curriculum in the 2015-2016 school year called Engage New York. It is aligned with the Middle and High School math curriculums to ensure fluency in our math program across the PAE School District. Every student will receive a 90 minute block of daily math instruction. Within this daily block, each student will receive small group instruction that is specific to his/her achievement level through the implementation of learning centers at least 4 times per week. We will also be continuing our after school program, focusing on math skills one day per week, each week tutoring is offered. Atlas, an online curriculum warehouse tool, will be used to create engaging content units of instruction. Intervention tutors will be able to provide small group intensive instruction following the multi-tiered system of support. Finally, our school will continue to use data from M-Step and Star Math and NWEA to guide student placement within the math program.

In the upcoming school year we will focus on the theme, “STREAM. This would be a K-12 science initiative which encompasses Science, Technology, Reading and Writing, Engineering, Art and Math/Medical (Medical Component will be via a partnership with McLaren Hospital). The goal of our STREAM is to increase student achievement in science, reading and writing through the use of science literacy integration and student-centered technology.

State law requires that we report additional information.

### **Process for Assigning Pupils to the School**

Pontiac Academy for Excellence Elementary School practices open enrollment for all grades K-5. If enrollment is full, a lottery process may be used if and when openings are available. Parents will be notified if the students are enrolled. Student report cards are thoroughly reviewed prior to enrollment to ensure class availability.

### **The Status of the 3-5 Year School Improvement Plan**

Pontiac Academy for Excellence Elementary School has developed and submitted to the state a plan of action. This is a long term plan to address aspects of instruction, learning, school culture and climate, as well as operational and systems issues for the school and district. A copy of the School's Redesign Plan can be found at [www.pontiacacademy.org](http://www.pontiacacademy.org).

### **Description of Curriculum Development and Implementation**

Pontiac Academy for Excellence's Core Curriculum is derived from the State of Michigan Department of Education Benchmarks and Standards and Elementary School Grade Level Content Expectations. PAE works closely with our authorizing agency, Saginaw Valley State University, to ensure the curriculum is aligned, revised and up-to-date in order to maximize opportunities for all students in attendance. All Saginaw Valley State University Charters are required to implement the most up to date core curriculum. The PAE Elementary staff is working on re-developing year-long plans and curriculum maps for each subject based on the Common Core State Standards. The curriculum is monitored through weekly lesson plans, weekly department meetings and frequent assessments.

**Aggregate Student Achievement Results for Reading Scantron Performance Series Assessment**

	<i>Student Count</i>	<i>Test Cycle 1 (Sept. 2014)</i>	<i>Test Cycle 2 (May 2015)</i>	<i>Gains</i>	<i>Net Score Increase:</i>
GRADE K	66	1564	1757	193	193
GRADE 1	72	1721	1943	222	222
GRADE 2	73	1938	2118	180	180
GRADE 3	60	2122	2278	156	156
GRADE 4	79	2202	2345	143	143
GRADE 5	56	2305	2438	133	133

**Aggregate Student Achievement Results for Math Scantron Performance Series Assessment**

	<i>Student Count</i>	<i>Test Cycle 1 (Sept. 2015)</i>	<i>Test Cycle 2 (May 2016)</i>	<i>Gains</i>	<i>Net Score Increase:</i>
GRADE K	77	1563	1775	212	212
GRADE 1	72	1744	1998	254	254
GRADE 2	77	1929	2149	220	220
GRADE 3	73	2089	2249	160	160
GRADE 4	62	2195	2375	180	180
GRADE 5	74	2305	2445	140	140

**Parental Involvement**

In order for children to be successful in school, parents are counted on to become active and positive participants in the learning process. Please make sure to take advantage of any and all teachable moments at home, applying skills learned to real-world activities in your everyday lives. Parents must be consistent and rigorous with their involvement by attending Parent Teacher Conferences and school events, programs, and field trips, etc.

<b>PERCENT OF PARENTS ATTENDING CONFERENCES</b>		
<i>Grade Level</i>	<i>2014-2015</i>	<i>2015-2016</i>
<b>GRADE K</b>	94%	92%
<b>GRADE 1</b>	90%	60%
<b>GRADE 2</b>	90%	84%
<b>GRADE 3</b>	88%	88%
<b>GRADE 4</b>	82%	64%
<b>GRADE 5</b>	85%	97%
<b>Totals:</b>	<b>88%</b>	<b>80%</b>

I am very encouraged about the direction we are headed in. Over the last 2 years, our school made substantial improvements and was released from Priority status. We will continue to look to improve upon our positive proficiency trends on the state assessment in the 2016-2017 school year. We are committed to meeting the needs of the whole child, the whole family and the whole community.

Sincerely,



LaShema Marble  
Elementary School Principal