



ITHACA SOUTH ELEMENTARY

2015-2016 SCHOOL ANNUAL REPORT COVER LETTER

David Kanine, Principal

Principal's Greeting/Message

February 8, 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 South Elementary. 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 David L. Kanine, principal, for assistance.

The AER is available for you to review electronically by visiting [2015-16 Ithaca South Elementary Combined Report](#), 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 was not identified with any of these labels.

We continue to make strides in addressing our learners that make up the lowest 30%. Our staff continues to provide additional support to those and all students. We are excited to continue this process and move towards our goal of closing the gap in achievement between our highest and lowest scores.

South Elementary may be full of our community's youngest learners, but we make a BIG difference! We take pride in our students, our staff, our parents and our community. We strive to improve our effort and work to take steps toward making every student successful. Should you have any questions about our school, our district or our community, please feel free to contact South Elementary or any of our district offices.

Sincerely,

David L. Kanine, Principal

ITHACA SOUTH ELEMENTARY

2015-2016

Annual Education Report

Description of the School

South Elementary is a Pre-K through 2nd grade school located in Ithaca in the middle of Michigan’s Lower Peninsula. We serve approximately 292 students in Pre-K through 2nd grade.

South Elementary is home to a Great Start Readiness Program (GSRP). We currently enroll students in two full day programs for GSRP, which meet Monday through Thursday. South is also home to one classroom of Developmental Kindergarten, which is also a full day program that meets everyday day of the week. We are also home to 4 Kindergarten classes, 4 First Grade Classes and 4 Second Grade classes. We offer Media Tech/Art, PE, Library and Music for each grade level. Title One and Special Education services are also provided to support our students.

Ithaca Public Schools have an outstanding reputation for education! The community is proud of the programs and is very supportive. The South staff works to put students first. They are committed to working with children in the educational process. We work as a learning community and are continually pursuing ways to better serve our students and families.

Process for Assigning Pupils to the School

All district pupils in Pre-K to 2nd grade are assigned to South Elementary since there is only one building in this district that serves this grade span of pupils. Students may also be assigned to this building for a program offered that better meets their educational needs.

Status of 3-5 Year School Improvement Plan

A copy of the School Improvement Plan is available at the school’s website at www.ithacaschools.net. The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

| GOALS | PROGRESS | | |
|---|------------------|----------------------------|-----------|
| | NOT YET BEGUN | MAKING PROGRESS | COMPLETED |
| All South Elementary Students will be proficient readers | | | |
| <ul style="list-style-type: none"> • All students will increase oral reading time • All students will increase oral and written vocabulary • Comprehensive MTSS program • All Economically Disadvantaged students will increase oral and written vocabulary. • All Economically Disadvantaged students will increase oral reading time. • SWD will use repetition and rehearsal weekly for fluency and accuracy | | X X X X X X | |
| All South Elementary Students will be proficient in basic math facts and number sense. | | | |
| <ul style="list-style-type: none"> • Students will use online learning tools to rehearse basic math facts. • Number Fluency – various activities that encompass number fluency will be taught across each grade level • Strengthen the home school connection | | X X X | |

| | | | |
|---|--|---|--|
| <ul style="list-style-type: none"> SWD will be exposed to differentiated strategies for gaining number fluency | | X | |
| All South Elementary Students will be proficient in writing. | | | |
| <ul style="list-style-type: none"> Students will participate in narrative writing activities Students will participate in oral language activities | | X | |
| All South Elementary Students will be proficient in Science | | | |
| <ul style="list-style-type: none"> Students will be engaged in the scientific process Students will participate in regular activities that focus on charts and graphs and the data analysis process | | X | |

Core Curriculum Status

A copy of the Core Curriculum is available at the Michigan Department of Education Website. Paper copies can be obtained from the main office at the school.

English Language Arts

The English Language Arts curriculum *follows Michigan approved Common Core State Standards*. Building educators utilize the Houghton Mifflin reading series verified by research conducted by district focus groups. The English Language Arts curriculum was last approved by our local Board of Education in 2005. Our teaching staff strives to keep current in all areas of the ELA curriculum. We have improved our writing program with the addition of the MAISA writing process which was introduced in 2014 to help maintain grade level writing standards. We increased our number of leveled reading books to help improve student desire to read and reading comprehension. The school uses The Accelerated Reading Program as well as Reading Eggs, Reading A-Z and other apps. We have started the process to update our ELA curriculum with a curriculum committee that is looking at literacy programs for K through 6th grades.

Mathematics

The Mathematics curriculum *follows Michigan approved Common Core State Standards*. Building educators utilize McGraw Hill's MY MATH verified by research conducted by Florida Center for Research. The Mathematics curriculum was last approved by our local Board of Education in 2012. We have also been involved in the process of looking at essential standards in math for each grade level, supported by professional development time in the district with support from the RESD math consultant. Grade levels also use Rocket Math for supplement and assessment.

Science

The Science curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. In addition to the GLCE's, the building science committees are beginning the process of understanding the Next Generation Science Standards. Building educators utilize Battle Creek Science Kits verified by research conducted by the Michigan Department of Education and area RESD's. The Science curriculum was last approved by our local Board of Education in 2007. Teachers have been trained in using the Battle Creek Kits.

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize McGraw Hill Series verified by research conducted by Florida Research Center for Education. The Social Studies curriculum was last approved by our local Board of Education in 2007.

Aggregate Local Assessment Data

The South Elementary staff has aligned their curriculum to meet the current State Standards, Benchmarks and High School Content Expectations. Assessments are based on the criteria set forth by the State of Michigan and the Federal Government.

The most accurate assessments are continuous and cumulative in nature. Assessment of student achievement occurs in a variety of settings involving ordinary tasks and situations. Assessment techniques include observation, checklists and self-appraisal. Reporting student achievement through report cards showing skill levels is much more meaningful than letter grades. The building's standard based report card links the curriculum to assessment and reporting. The best measures of student success, in the core curricular areas, are assessments that are linked directly to the curriculum and student outcomes.

All students (Kindergarten, 1st and 2nd) are administered the NWEA MAP Primary assessments. These assessments are normed to a national average and are computer adaptive for each of our students. The results are reviewed during grade level collaboration times and the results assist in driving classroom instruction. DIBELS assessments are also administered three times per year (fall, winter and spring). DRA2 assessment is completed on each student 2-3 times annually. Grade level math assessments are administered and results shared with parents on progress reports. Writing samples are collected and scored using teacher designed and common core aligned scoring rubrics.

Progress reports, conferences, and student work are also appropriate means to represent student progress toward content mastery. This information is reviewed periodically with teachers and parents.

Parent Teacher Conference Attendance Data

| | 2014-15 | | 2015-16 | |
|-----|--------------------------------|------------------------------------|--------------------------------|------------------------------------|
| | Number of students represented | Percentage of students represented | Number of students represented | Percentage of students represented |
| All | 259 | 93 | 252 | 89 |