



ITHACA NORTH ELEMENTARY

2018-2019 SCHOOL ANNUAL REPORT COVER LETTER

Renee Sopol, Principal

Principal's Greeting/Message

January 31, 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 the Ithaca North 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 Renee Sopol, principal, for assistance.

The AER is available for you to review electronically by visiting <http://bit.ly/2tI2JDr>, or you may review a copy in the main office at your child's school.

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.

Our school has not been given any of these labels.

Ithaca North Elementary School strives to meet the needs of all students. Some key initiatives during the 2018-19 school year to accelerate student achievement and to close any gaps between high and low achieving students is to improve basic math fact fluency in mathematics and to improve student reading comprehension in informational text.

Our school was in the 91st percentile of the state for closing the gap between the high and low achieving students. This shows that our Multi-Tier System of Support (MTSS) intervention strategies are strong and showing great results in ELA but we recognize the need to improve in the area of mathematics. We also will continue work to support all student subgroups.

Sincerely,

Renee Sopol, Principal

ITHACA NORTH ELEMENTARY

2018-2019

Annual Education Report

Description of the School

North Elementary is located on the corner of North Pine River and Arcada Streets in Ithaca. It serves 333 students in grades three, four, five, and six. The staff is comprised of one principal, 14 general education teachers, 3 special education teachers, one physical education teacher, a half time media technology and music teacher, and one Title 1 teacher. Supporting our teaching staff are 5 paraprofessionals, four one-on-one shadow paraprofessional, one and a half custodial positions, and one secretary. The RESD provides services for our speech pathologist. We share services with our lower elementary building our counselor and social worker. Programs provided at the school include school-wide title services in the areas of reading and mathematics, special education services as resource room as well as mildly cognitively impaired services.

Process for Assigning Pupils to the School

All district pupils in 3-6 are assigned to North since there is only one building in this district that serves this grade span of pupils. Other 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 online at www.ithacaschools.net and a paper copy is available in the North Elementary office. 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 Students at North Elementary School will become proficient in Social Studies. | | | |
| <ul style="list-style-type: none"> • Participants will learn best practices in principles and instructional strategies to begin to incorporate the MAISA Writing Units • Participants will use cross walks for new Social Studies standards. | | X | |
| All students at North Elementary School will become proficient in Science. | | | |
| <ul style="list-style-type: none"> • Participants will use a hands-on approach at Forest Hill Education Center. • NGSS units are being developed and early implementation has begun. • Battle Creek Science units are utilized with vocabulary skill stressed and the use of information books is incorporated. | | X | |
| All students at North Elementary School will become proficient in Mathematics. | | | |
| <ul style="list-style-type: none"> • Participants will have increased access to technology to facilitate differentiated MTSS (Multi-Tier System of Support) online interventions. • Continuous analysis of error patterns will be used as well. | | X | |

| | | | |
|--|--|---|--|
| All students at North Elementary School will become proficient in ELA. | | | |
| <ul style="list-style-type: none"> Participants will use best practices in principles and instructional strategies incorporated in the MAISA Reading/Writing units. Implementation of Phonics First curriculum to build a strong foundation in literacy. | | X | |
| <ul style="list-style-type: none"> Implementation of Phonics First curriculum to build a strong foundation in literacy. | | | |
| All students at North Elementary School will increase Career Awareness. | | | |
| <ul style="list-style-type: none"> Participants will be provided with the knowledge and skills for success in a career of their choice and lifelong learning. Participants will be exposed to a variety of careers. | | X | |

Core Curriculum Status

A copy of the Core Curriculum is available at www.Michigan.gov/mde or a paper copy is available by contacting the North Elementary School office.

English Language Arts

The English Language Arts curriculum follows Michigan approved Common Core State Standards. Teachers piloted 3 ELA programs in the 16-17 as suggested by the language arts committee. The English Language Arts curriculum was last approved by our local Board of Education in June 2017. Teachers fully implemented MAISA reading/writing units in 2017-18. In August 2019, all K-6 teachers and support staff were trained in Phonics First and implemented. Read Now Network visited all ELA classrooms and interviewed all teachers in October 2019. The outcome from RNN was focus on Essential 8 – Building classroom libraries. We participate in the RESD Literacy coach network.

Mathematics

The Mathematics curriculum follows Michigan approved Common Core State Standards. Building educators implemented My Math by McGraw-Hill in the 2012-13 school year, verified by research conducted by the K-6 mathematics committee and the Florida Research Center for Education. The Mathematics curriculum was last approved by our local Board of Education in 2012. RESD math coach is working with teachers in grades 4-6 supporting instructional strategies and student engagement.

Science

Building educators utilize Battle Creek Science kits verified by research conducted by the Michigan Department of Education. The Science curriculum was last approved by our local Board of Education in 2007. Students also experience outdoor hands-on learning at Forest Hill Nature Center. The Next Generation Science Standards were approved at the state level and are serving as our guide for science instruction and drive our professional development endeavors.

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 the Florida Research Center for Education. The Social Studies curriculum was last approved by our local Board of Education in 2007. Students also experience field trips at each grade level.

Aggregate Local Assessment Data

The Ithaca North 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. Assessments are chosen that best match the expected learning outcomes. DIBELS is used to track progress for reading. NWEA is given three times per year: fall, winter, and spring for Tier 1 and Tier 2 instruction adjustment. MSTEP is administered to all students in spring and the results below show the percent of student proficient at each grade level.

| MSTEP Percent Proficiency | | | | |
|---------------------------|-----------|-------|-----------|-------|
| | 2017-2018 | | 2018-2019 | |
| | ELA | Math | ELA | Math |
| Grade 3 | 52.4% | 43.9% | 42.7% | 34.1% |
| Grade 4 | 44.8% | 35.6% | 56.8% | 46.9% |
| Grade 5 | 59.5% | 32.5% | 58.8% | 35.3% |
| Grade 6 | 47.5% | 40.0% | 58.4% | 42.9% |

Parent Teacher Conference Attendance Data

| | 2017-2018 | | 2018-2019 | |
|------------|--------------------------------|------------------------------------|--------------------------------|------------------------------------|
| | Number of students represented | Percentage of students represented | Number of students represented | Percentage of students represented |
| All | 294 | 87 | 265 | 88.4 |

In closing, the North Elementary staff, students, and community continue to diligently work together to improve our school. We partner by setting goals and working to prepare all students to succeed.

Sincerely,

Renee Sopel, Principal