



ITHACA SOUTH ELEMENTARY

2018-2019 SCHOOL ANNUAL REPORT COVER LETTER

David Kanine, 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 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 <http://bit.ly/2H5WWiX>, 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.

We continue to address the needs of all learners. Our staff continues to provide additional support for all of our students, with concentration on our at risk population. 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

2018-2019

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 260 students in Pre-K through 2nd grade during the 2018 – 2019 school year.

South Elementary is home to a Great Start Readiness Program (GSRP). We enrolled students in two full day programs for GSRP, which meet Monday through Thursday. We are also home to 5 Kindergarten classes, 3 first grade classes, 1 first/second grade multi-age class and 3 second grade classes in the 2018/2019 school year. We offer Media Tech/Art, PE, STEAM, 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 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 language skills. • Comprehensive MTSS program • Increase Student Attendance • Improve Student Perception of School Safety 		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 have opportunities 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
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 X	

All South Elementary Students will be proficient in Science

- Students will be engaged in the scientific 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 MAISA reading and writing units. The English Language Arts curriculum using MAISA was last approved by our local Board of Education in 2017. Our teaching staff strives to keep current in all areas of the ELA curriculum. We continue to increase 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. Our Literacy committee continues to evaluate our literacy programs for K through 6th grades. Staff at every grade level piloted a new phonemic awareness program, Literacy Resources Inc. by Dr. Haggerty in 2017 and it was adopted for use in 2018. The area literacy leaders are working on area wide essential standards for ELA and will be sharing them in the 2019 school year.

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 with support from the RESD math consultant.

Science

The Science curriculum has been in the process of updating to the 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. Our local science consultant began writing NGSS units for each grade level and early implementation has begun. The STEAM class is attended by all grades and the projects and activities that are used support both NGSS and Career Readiness goals. Grade levels visit area nature centers or parks as well.

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 and various support materials gathered by South staff. 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 and Benchmarks. 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 3-4 times annually. Students are placed in corresponding interventions and Title I groups based on these assessments. Individual Reading Improvement Plans are also created based on the information gathered from these assessments. Grade level math assessments are administered and results shared with parents on progress reports.

Progress reports, conferences, and student work are also appropriate means to represent student progress toward content mastery. This information is reviewed by staff after each assessment period. Individual student information is shared with with teachers parents after each main assessment period as well.

NWEA Scores for South Elementary

Math	Spring 2017	Spring 2018	Spring 2019	National 50 th Percentile
Kindergarten	161.6	156.8	158.1	159.1
First Grade	181.8	179.0	185.2	180.8
Second Grade	203.7	195.7	190.1	192.1

ELA	Spring 2017	Spring 2018	Spring 2019	National 50 th Percentile
Kindergarten	157.8	155.0	155.2	158.1
First Grade	176.7	174.8	179.6	177.5
Second Grade	196.5	191.1	188.5	188.7

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	260	88	245	84%