March 22, 2019

Dear Parents and Community Members:

We are pleased to present you with the 2018-19 Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Oakley Park 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 Principal Kristin Froning for assistance.

The AER is available for you to review electronically by visiting the following website, https://goo.gl/crnC8T or you may review a copy in the main office at your child’s school.

For the 2017-18 school year, schools were identified using new 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. Oakley Park Elementary has not been given one of these labels.

Our staff remains dedicated to the design and implementation of lessons that engage students, using highly effective instructional practices that support all students. Our instructional staff engages in frequent and specific analysis of our student achievement data to inform our decisions regarding instruction as well as aid in the identification of students who are in need of specific intervention. Currently, our professional development and Professional Learning Communities (PLC) efforts are focused on these areas:

- Growing a culture that values thinking and understanding through the Making Thinking Visible Routines and The 8 Cultural Forces.
- Making students aware of the learning targets and success criteria for their learning.
- Improving students’ vocabulary in order to improve comprehension.
Improving proficiency in math problem-solving through the use of Everyday Math open response and re-engagement lessons and promoting the Standards for Mathematical Practices

Other specific strategies are further detailed in our School Improvement Plan which is available on our website.

State law requires that we also report additional information.

**Student Enrollment | School Assignment**

Walled Lake Schools enrolls and assigns schools to students based on the attendance areas in which they reside. Maps and information on the District enrollment process is available on the District website at: http://wlcsd.org/parents/enrollment/.

**School Improvement Plan**

Oakley Park Elementary is accredited by AdvancED (formerly the North Central Association) and is continuing to maintain and enhance our five year School Improvement Plan. Oakley Park Elementary School Improvement Plan

**Specialized School Report**

In addition to the regular K-12 program, our School District provides educational alternatives and opportunities for students as well as meeting special education needs. The “Specialized Schools Report” is available in our school office or on the District website at www.wlcsd.org.

**Core Curriculum**

The Walled Lake Consolidated Schools’ Board of Education has officially adopted Michigan Academic Standards in all Core content areas. Please visit the following websites for a listing of academic standards.

Michigan Department of Education | Michigan Academic Standards https://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html

Walled Lake Schools’ | Understanding the Common Core Standard http://wlcsd.org/academics/-understanding-the-common-core-state-standards/
Achievement Testing
At the elementary level, the Walled Lake Schools has a balanced assessment program to gauge students’ progress and provide valuable information to teachers, parents, and students. Kindergarten through third grade students take the Developmental Reading Assessment (DRA) several times per year to determine students’ progress in reading. For grades K-5 in writing, we utilize rubrics that are aligned with our writing curriculum which assess student growth with narrative, informational, and opinion writing. Lastly, the i-Ready mathematics diagnostic is given to students in grades K-5, and the i-Ready reading diagnostic is given to students in grades 2-5. This balanced assessment plan provides teachers and schools with valuable information about each child’s growth and allows our professional educators to individualize instruction to meet every child’s needs.

Parent-Teacher Conferences

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<tr>
<th>2017-18</th>
<th>2016-17</th>
<th>School Year</th>
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<tbody>
<tr>
<td>371</td>
<td>362</td>
<td>Number of Oakley Park Elementary students represented by parents at parent-teacher conferences.</td>
</tr>
<tr>
<td>99%</td>
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Oakley Park is known for being a warm, welcoming school community with a very strong sense of family. There is a long standing tradition of academic excellence in an environment where students feel safe and cared for by our entire staff. The core values of our school community are Respect, Responsibility and Safety. These values are visible in the daily work and interaction of our staff and students. In partnership with our families, the purpose of Oakley Park Elementary is to ensure all students reach high levels of achievement. Our entire learning community is dedicated to our purpose statement and to achievement that goes far beyond academics. We strive to foster and support our students as 21st century problem solvers who persevere, have a positive work ethic, becoming contributing members of their family and community.

Sincerely,

Principal Kristin Froning