January 31, 2020

Dear Parents and Community Members:

We are pleased to present you with the 2019-20 Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Wixom 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 Catherine Russel for assistance.

The AER is available for you to review electronically by visiting the following website, https://goo.gl/5SiGjs 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 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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. Wixom Elementary has not been given one of these labels and continues to show improvement.

The staff at Wixom Elementary are committed to continuous improvement to increase student achievement and support the challenges we face.

After analyzing our student achievement data, we have identified several school improvement goals to address key challenges at our school. First, we continue to work on our school-wide goal for students to build and apply their critical thinking skills across the curriculum in order to increase achievement in all subject areas. We pride ourselves in being a “Cultures of Thinking” school based on the work of Ron Ritchhart from Harvard University and we continue to work on improving the critical thinking skills of our students at Wixom.
Our second school improvement goal is to increase the reading comprehension skills of our students to improve student achievement in all subjects. We focused on the implementation of the Lucy Calkins Reading Units of Study in grades K-5. The teachers also continued to work with all students in small groups and provide reading interventions for our at-risk readers and we provided targeted reading instruction with Title I and 31a funds to our at-risk readers.

Our third school improvement goal is the improvement of our students’ writing skills across the curriculum. This was our second year of using the Lucy Calkins Writing Units of Study in grades K-5. Additional school improvement details are included in our School Improvement Plan which is available on our website (see link below).

Our Annual Education Report data shows achievement gaps for Economically Disadvantaged students, African American students, Hispanic students, English Language Learners, and Students With Disabilities. We have a number of intervention programs in place that are helping to close those gaps in reading, writing, and social emotional learning that are taught by teachers who are funded both through Title I and 31a. Through our MTSS (Multi-Tiered System of Supports) process, a team of general education and special education staff members meet weekly to analyze the needs of our students who need additional intervention. The members of the team work closely with our classroom teachers and special services staff to plan and implement additional support for our struggling students.

State law requires that we also report the following 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/](http://wlcsd.org/parents/enrollment/).

**School Improvement Plan**
Wixom Elementary is accredited by AdvancED (formerly the North Central Association) and is continuing to maintain and enhance our five year School Improvement Plan. [Wixom Elementary School Improvement Plan](http://wlcsd.org/parents/enrollment/).
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 Standards
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. The i-Ready Reading Diagnostic is given to all students in grades K-5 three times per year to determine our students’ progress in reading. For students in grades K-3 who are performing below grade level in reading, our teachers also administer the Developmental Reading Assessment (DRA) for additional information. 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 all students in grades K-5 to determine our students’ progress in mathematics. 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>2018-19</th>
<th>2017-18</th>
<th>School Year</th>
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<tr>
<td>386</td>
<td>356</td>
<td>Number of Wixom Elementary students represented by parents at parent-teacher conferences.</td>
</tr>
<tr>
<td>95%</td>
<td>91%</td>
<td>Percentage of Wixom Elementary students represented by parents at parent-teacher conferences.</td>
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Wixom Elementary School is a collaborative learning community where key stakeholders include all educators and staff, parents, students, businesses, and the community-at-large. We are proud of our students’ academic achievements and of the plans we have in place to improve academic progress. With the support of our PTA and parents, we continue to be a “Cultures of Thinking” school that promotes critical thinking, problem-solving, creativity, perseverance, and adaptability in all of our students. As our students are empowered as independent and self-sufficient thinkers and learners, their achievement will continue to grow. Through the collaborative efforts of everyone in our Wixom Elementary School Family, we will achieve our goal of meeting the needs of every child, every day.

We are thankful to everyone who makes Wixom Elementary such a special place for our children to learn and grow. Please feel free to contact me with any questions you may have at (248) 956-3432 or by email at CatherineRussel@wlcsd.org.

Sincerely,

Catherine Russel, Principal