



School Annual Education Report (AER) Cover Letter

April 30, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Gier Park 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 Rebecca Stephens, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/Gzrd2v> or you may review a copy in the main office at your child's school.

For the 2016-17 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. Some schools are not identified with any of these labels. In these cases, no label is given.

Gier Park School has not been given one of these labels for this year. Our achievement data indicates student performance declined in English Language Arts, and increased in Mathematics, for a combined Overall Index Score of 68.61, putting Gier Park 5th from the top scoring school in the district out of 27 total schools.

Our key challenges for student growth at Gier Park are in the area of Reading, and include broad learning targets that focus on language interpretation, distinguishing literal from nonliteral meaning of words and phrases used in context, using text structures to gain meaning, identification of central themes key events or sequence of events in text, vocabulary meaning within the context of the story, and writing or revising texts using the narrative techniques appropriate for the audience. The staff of Gier Park has participated in Professional Development supporting the implementation of Guided Reading, using the Close and Critical model to facilitate interventions for students identified as critically below grade level. Teachers participate in Professional Learning Communities as a means of dialoging and

analyzing formative assessment data to make changes to instruction. Analyses of the data indicates areas of need for struggling students, and provides critical feedback on instructional impact.

Gier Park made significant gains in the area of Mathematics, with a 22% increase from the previous year, with 22% proficient overall to 44% proficient overall. While significant gains were made, challenges teachers have focused on this year include multiplication properties and the reciprocal relationship between multiplication and division, understanding fractions, measurement and estimation, multi-step problems, interpretation of results within the context of a particular situation. Focus in Mathematics instruction this year has included fidelity to 60 minutes of uninterrupted Math instruction with core curriculum, integration of ST Math for third grade students to apply concepts in an on-line environment to increase engagement and use of learned concepts.

The staff of Gier Park has implemented a building-wide Positive Behavior Intervention System to identify and provide support to students whose behaviors interfere with their academic progress. We spend time each month with a Nurtured Heart Approach national trainer, working on changing our culture to facilitate the greatness in all students. CR- PBIS supports all learners, and additionally targets those in need of additional intervention.

Enrollment and assignment of students to buildings is processed centrally, and based on geographical boundaries within the city limits of Lansing. Students have a "home" school based on geographic location within the city of Lansing, however, this year, district-wide Schools of Choice was implemented, and families may choose to send their child to any school, with transportation as needed. Parents must complete additional documentation in order to attend a school outside their area, and enrollment is controlled to ensure that overcrowding does not take place in any one school, nor in any grade. Movement within the district has been managed with more a more stringent process, which has stabilized school level populations and provided a more coherent program for all students in the district.

Gier Park's continuous School Improvement Plan focuses on strategies to improve academic performance as identified by the ongoing review of data, provided by state, district and building level formative assessments (DRA, WIDA, CLASS, unit assessments, M-STEP, AimsWeb). All staff work in grade level teams to review data and revise goals and strategies that combine for the building-wide plan. Gier Park added an additional goal to solidify our focus on health and wellness. As a building, we have integrated strategies at the classroom, grade level, and building level to consistently provide opportunities for students to engage in sustained physical movement, as well as integration of nutrition lessons to extend their learning and provide real-world connections from school to home.

Positive Behavior Intervention is embedded in each of the 3 goals, and is continuously revised as needed to serve our population.

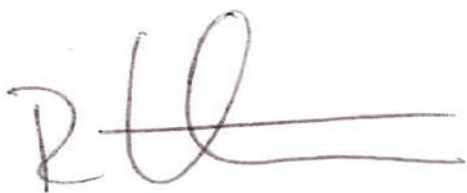
Gier Park implements the Common Core State Standards, which can be found at <http://www.michiganccr.org/>. All teachers have access to Curriculum Crafter (a Web based tool) to supplement core curriculum and grade level content expectations. Staff also use district level Pacing Guides for core content areas to inform planning and collaboration at each grade level.

For the 2016-2017 school year, Gier Park Elementary showed a Summative Proficiency rate (29% of the total ESSA requirements) of 44.33%, which in turn, contributed to a School Quality/School Success rating of 19.84%, placing Gier Park 4th overall within our district of 27 schools, K-12.

Parent-teacher conferences are a very important time for teachers and parents to come together, face-to-face, and discuss the academic progress of their child(ren). Although this conversation begins prior to the November and March conference dates, these connections begin the first event of the year, the Meet the Teacher Night held prior to the first day of school. During the fall conferences for 2016, parent participation was at the 86% level, and our three year trend indicates a consistent 80%+ parent participation for each year. Communication is key, and the staff of Gier Park works diligently to ensure that parents know how their children are progressing.

Gier Park is devoted to providing an outstanding learning community, positive climate and supportive culture for each child and family. We appreciate the continued support of parents, staff and community in this effort. The Gier Park Staff looks forward to working with all students, and their families this coming school year. We welcome your questions, and encourage your presence in order to provide the best possible learning experience for everyone.

Sincerely,

A handwritten signature in dark ink, appearing to read 'R. Stephens', with a long horizontal line extending to the right.

Rebecca Stephens, Principal
Gier Park School