



School Annual Education Report (AER) Cover Letter

April 11, 2019

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 Willow 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 Steven Lonzo, Principal of Willow Elementary School for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/J3zuhi>, 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 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.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Willow Elementary School has not been given one of these labels.

Test results indicate that many students struggle to reach bench mark goals in the area of Reading and Math. Willow continues to implement specific strategies and activities to include small group instruction for Reading and Math, increased instructional time in the core academic areas, scaffolding, systematic and explicit instruction, and research based practices, tiered systems of support for academics and behavior, use of supplemental services, and access to technology for all students. Willow has also planned job-embedded professional development and Professional Learning Communities that focus on the improving instructional practice in the identified challenging areas.

State law requires that we also report additional information. <TO HAVE THIS LETTER MEET THE STATE REQUIREMENTS, EACH SCHOOL SHOULD PROVIDE A REPORT FOR THE **TWO MOST RECENT YEARS** ON THE FOLLOWING:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL: Students are assigned to Willow Elementary School by parent's schools of choice request.
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN: Willow's School Improvement Plan was approved by the staff and Michigan Department of Education and was submitted through AdvancED. Willow's School Improvement Plan goals, objectives, strategies and activities are measurable, will address achievement gaps and address professional development fiscal support through the Department of Accountability and School Improvement.
3. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL: The core curriculum can be accessed at www.lansingschools.net. Curriculum is accessed through the Assistant Superintendent of Instruction's web page.

4. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:

Willow strengths for 2018-19

English Language Arts (ELA) at Grade Level AIMSweb Benchmark:

Kindergarten Letter Naming fluency LNF: Fall 2018 33% and Winter 57% 2019.

1st Grade Non-sense Word Fluency PSF: Fall 2018 27.70% and Winter 2019 64%.

Math at Grade Level AIMSweb Benchmark:

Kindergarten Number Identification Measure NIM: Fall 2018 39% and Winter 2019 69%

1st Grade Quantity Discrimination Measure QDM: Fall 2018 48.5% and Winter 2019 68%

2nd Grade Math Concepts & Applications MCAP: Fall 2018 61% and Winter 2019 63%

3rd Grade Math Concepts & Applications MCAP: Fall 2018 32% and Winter 2019 46%

5. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES: Willow's parent teacher conference rate for the fall of 2018 was 68% and the conference rate for the spring of 2019 is 88%.

We look forward to working with you and your child this school year. Your input is important and we invite you to be an active participant in our school culture.

Sincerely,


Steven L. Lonzo