



School Annual Education Report (AER) Cover Letter

February 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the Gier 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 Christopher Cadogan, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [Gier Park Combined Report](#), or you may review a copy in the main office at your child's school.

For the 2019-20 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 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.

Though our state achievement data indicates student performance has slightly declined, with 27% of students meeting state performance in 2017-2018 to 20% in the 2018-2019 school year. Our most recent and localized data sets suggests that student performance is holding steady, especially within the area of mathematics where 34 % of students met AIMSWEB benchmarks. That said, our key challenge being that only 19% of our students our meeting our grade level Benchmarks for the English AIMSWEB assessment. This challenge is, especially pronounced amongst our youngest learners with 16% of our Kindergartners meeting grade level benchmarks. To accomplish our goals of improving achievement in student literacy, we have continued to dedicate federal and state grant monies to intensify our reading interventions adding an additional reading interventionist through the state

title 1 grant. Additionally the Gier Park Staff has focused on explicating instructing students on phonics utilizing the Haggerty curriculum. As a staff, we will continue to work with a facilitator in the coming year, on a close and critical basis to ensure a deeper and more permanent implementation of this approach to phonics instruction and remediation. We continue to work in grade level dynamic groups for a dedicated and sustained period of time each day, and this program has been successful in helping Gier Park provide close and critical instruction to our most at-risk learners. 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. PBIS supports all learners, but specifically 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 are assigned to Gier Park School based on these attendance areas, as well as Schools of Choice openings (offered once a year). During the academic school year, you may enroll your child at each building.

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, MLPP, 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 has continued to focus on health and wellness. Gier Park implements the Common Core State Standards, which can be found at <http://www.michigancr.org/>. All staff have access to Curriculum Crafter (a Web based tool) to supplement core curriculum and grade level content expectations. Staff also utilize district level Pacing Guides for core content areas to inform planning and collaboration at each grade level. Gier Park families

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 parent-teacher conferences for 2019-2020, our fall parent participation was at the 71% level.

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,

Christopher Cadogan, Principal