



# Belding Area Schools



The right size. The right choice.

Vision: All students who graduate from Belding Area Schools will be career and college ready.

## Woodview Elementary School

Bruce Cook • Principal

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April 10, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Woodview 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 Bruce Cook, Principal, for assistance.

The AER is available for you to review electronically by visiting the Belding Area Schools web site at [www.bas-k12.org](http://www.bas-k12.org) 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 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 CSA school.

Our school has not been given one of these labels.

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Mission: Belding Area Schools will commit minds to inquiry, hearts to compassion, and lives to the service of humanity.

An engaged staff + a supportive community = successful students.

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Woodview staff analyzed our state and local student achievement data and found there were a few areas identified as needs, such as bigger gaps between our students with disabilities and economically disadvantaged students compared to their counterparts. To help close the gaps, students with identified disabilities have an opportunity to be placed in inclusion classrooms where they will have the support of another teacher in the general education setting. To support our economically disadvantaged or any other at-risk child, staff have created a system for RtI/MTSS and a summer course. The staff will monitor needs for RtI/MTSS through the use of NWEA/MAP assessments and other local assessments. There are early release days provided for staff to analyze and reflect on the student data to adjust RtI/MTSS groups and instruction. Students are also fortunate to have additional paraprofessional support in the classrooms.

State law requires that we also report additional information.

### **1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Belding students come to us by virtue of living within the boundaries of Belding Area Schools. In addition to resident students, we open our enrollment to school-of-choice students throughout the school year at grade-levels where it is determined that there is room for additional students.

### **2. STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

The Woodview Elementary School Improvement Team and several building stakeholders have written a comprehensive school improvement plan focused on raising achievement for all students in reading, writing, math, science and social studies. The plan is also focused on closing the achievement gap for our special education students and economically disadvantaged students. Woodview Elementary goals, objectives, strategies, and activities are based on data and research. The team also worked closely with our Literacy Teachers and Instructional Consultation Team members to design an improvement plan to raise achievement for all students at Woodview.

### **3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

The philosophy of Belding Area Schools is to serve each individual with special needs in the least restrictive environment. A continuum of educational placement options is offered to individuals with mild to severe special needs from birth to age 26. Supportive services and vocational training programs are designed to meet their needs. Placement options are provided through the cooperative efforts of Belding Area Schools and the Ionia County Intermediate School District (ICISD). Small districts by themselves cannot financially support a complete continuum of services

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for those with special needs. The ICISD and the local school districts combine to operate programs for low incidence populations. Likewise, pre-primary programs for impaired individuals serve many districts as a whole. It is the goal of the ICISD and Belding Areas Schools to provide a complete continuum of services to be made available in an efficient and cost effective manner regardless of district size. Woodview Elementary has the following programs in-house for students with special needs: Paraprofessional, Inclusion program with a Special education teacher at each grade level, and direct contact with the ICISD for students with Autism Spectrum Disorder.

**4. 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**

A copy of the Woodview Elementary core curriculum is available on the BAS website. The curriculum is aligned to the National Common Core State Standards and Michigan Content Expectations. Local assessments are designed to assess these content expectations. Larger scale assessments are analyzed as well to determine need, and adjustments are made to the curriculum accordingly.

**5. AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**  
DISTRICT ASSESSMENT DATA FOR MATH AND ELA

In 2016-2017, Woodview Elementary Implemented a digital Math and Reading assessment tool (NWEA-MAP) to determine progress for all students. The data below shows the growth in MEAN RIT scores of the students in the Math and ELA assessment.

| Math 2016-17 Grade Level | Fall test Mean RIT score | Number of students tested | Spring test Mean RIT score | Number of students tested | Change |
|--------------------------|--------------------------|---------------------------|----------------------------|---------------------------|--------|
| 3 <sup>rd</sup>          | 186.5                    | 132                       | 200.8                      | 129                       | +14.3  |
| 4 <sup>th</sup>          | 197.7                    | 128                       | 214.9                      | 122                       | +17.2  |
| 5 <sup>th</sup>          | 204.6                    | 141                       | 219.9                      | 137                       | +15.3  |

| Math 2017-18 Grade Level | Fall test Mean RIT score | Number of students tested | Spring test Mean RIT score | Number of students tested | Change |
|--------------------------|--------------------------|---------------------------|----------------------------|---------------------------|--------|
| 3 <sup>rd</sup>          | 188.5                    | 102                       | 200.1                      | 98                        | +11.6  |
| 4 <sup>th</sup>          | 197.4                    | 139                       | 213                        | 134                       | +15.6  |
| 5 <sup>th</sup>          | 209.3                    | 122                       | 222.9                      | 119                       | +13.6  |

| Reading 2016-2017 Grade Level | Fall test Mean RIT score | Number of students tested | Spring test Mean RIT score | Number of students tested | Change |
|-------------------------------|--------------------------|---------------------------|----------------------------|---------------------------|--------|
| 3 <sup>rd</sup>               | 180.4                    | 132                       | 196.1                      | 129                       | +15.7  |
| 4 <sup>th</sup>               | 190.6                    | 127                       | 203.4                      | 122                       | +12.8  |
| 5 <sup>th</sup>               | 194.9                    | 139                       | 207.8                      | 134                       | +12.9  |

| Reading 2017-2018 Grade Level | Fall test Mean RIT score | Number of students tested | Spring test Mean RIT score | Number of students tested | Change |
|-------------------------------|--------------------------|---------------------------|----------------------------|---------------------------|--------|
| 3 <sup>rd</sup>               | 183.8                    | 101                       | 193.8                      | 98                        | +10    |
| 4 <sup>th</sup>               | 192.8                    | 139                       | 202.2                      | 134                       | +9.4   |
| 5 <sup>th</sup>               | 199                      | 126                       | 209.5                      | 124                       | +10.5  |

## 6. NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

In 2016-2017, Woodview Elementary had 399 Students in the Fall. Of those 399 students, 369 parents attended the parent/teacher conferences which equates to 92.6%. Woodview Elementary had 394 Students in the Spring. Of those 394 students, 353 parents attended the parent/teacher conferences which equates to 90%.

In 2017-2018, Woodview Elementary had 365 Students in the Fall. Of those 365 students, 346 parents attended the parent/teacher conferences which equates to 95%. Woodview Elementary had 364 Students in the Spring. Of those 364 students, 314 parents attended the parent/teacher conferences which equates to 86%.

## POINTS OF PRIDE

### Staff believe:

- All students need to feel safe, successful, cared for and valued.
- Students learn when their emotional, social and instructional needs are met.
- Student achievement is a collaboration of efforts between school, home and community.
- Discovering and developing the talents of students to increase achievement.

Students have:

- 100% Highly-qualified staff
- Curriculum based on National Common Core State Standards
- Physical education, technology, art and music opportunities
- Educational field trips and assemblies
- Family Activity Nights for each core curriculum area
- Book Fairs
- National School Breakfast and Lunch Programs
- Grade-level Core Curriculum Interventionists
- Social Worker, Counselor, Speech Therapist and Intervention and Support Specialist
- On-site instructional consultation coordinator and team
- District-wide nationally-normed assessment (NWEA)
- Accelerated Reading program
- Title Ia and 31a support

The staff at Woodview works diligently to ensure that all kids are successful. Teachers utilize such programs as the researcher-based resources ICT, Leveled Literacy, and Literacy and Math Interventionists to carry out the goals of the school's comprehensive school improvement plan. Woodview Elementary cares about the needs of all its students, therefore, it works closely with community organizations to make sure that kids have what they need to be successful. Woodview Elementary truly is "The Right Size. The Right Choice."

Sincerely,

*Bruce Cook*

Bruce Cook, Principal  
Woodview Elementary