



Belding Area Schools



The right size. The right choice.

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

Ellis Elementary School

Brian Babbitt • Principal

January 17, 2020

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 Ellis 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 Brian Babbitt, Principal, for assistance.

The AER is available for you to review electronically at <http://bit.ly/375rjAb>. You may also view the report by visiting the Belding Area Schools web site at www.bas-k12.org 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 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 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.

Our school has not been given one of these labels.

We have increased our number of parent involvement activities throughout the last two years and continue to offer summer reading activities and open library to all of our students including students that are not meeting the state standards. Our early release half-days offered collaboration among teachers to vertically align more of the curriculum and look closely at the data results from our Discovery Education assessment. The establishment of the Multi-Tiered Systems of Support (MTSS) in each grade level was a success this past year. Success came from quality conversations and moving students beyond the classroom for enrichment and re-teaching on a regular basis as well as having common assessments.

Our collaboration with grade level teams and a special education teacher was a success and a challenge for us last year, and we strive for higher levels of learning. We saw great improvements in our students with disabilities learning side by side with their peers, and we hope the benefits continue. As we strive for a more comprehensive curriculum and aligned resources K-5, we identify this as a key challenge.

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www.bas-k12.org

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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 Ellis 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, social studies and science. The plan is also focused on closing the achievement gaps in any subgroups, and raising the achievement gap for ALL students through the Multi-Tiered System of Support.

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). 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 made available in an efficient and cost-effective manner regardless of district size. Ellis Elementary has the following programs in-house for students with special needs: Early Childhood Special Education Preschool program, 1.5 Special Education Resource Room teachers and two paraprofessionals, 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

The curriculum is aligned to the Michigan Grade Level Content Expectations and Common Core State Standards. Local assessments are designed to assess these content expectations. District assessments are completed three times a year and the whole staff reviews the data. Larger scale assessments are analyzed as well to determine needs, and adjustments are made to the curriculum and instruction accordingly. The website is updated with curriculum documents.

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

In the fall, winter, and spring of each year, students are given a local math assessment (MAP/NWEA) to assess students' math skills. Results for the 2017-2018 beginning of the year and end of the year results are in the charts below. This was the third year of implementation for the NWEA Assessment.

2017-2018 Math

	Fall	Spring	Growth
Grade			
K	134.6	155.3	+20.7
1	155.0	179.3	+24.3
2	173.2	189.9	+16.7

2018-2019 Math

	Fall	Spring	Growth
Grade			
K	133	153.1	+20.1
1	155.2	182.6	+27.4
2	176.3	201.5	+25.2

DISTRICT READING ASSESSMENT DATA

In the fall, winter, and spring of each year, students are given a local reading assessment (MAP/NWEA) to assess students' math skills. Results for the 2017-2018 beginning of the year and end of the year results are in the charts below. This was the third year of implementation for the NWEA Assessment.

2017-2018 Reading

	Fall	Spring	Growth
Grade			
K	137.2	155.6	+18.4
1	155.1	173.9	+18.8
2	168.7	186.0	+17.3

2018-2019 Reading

	Fall	Spring	Growth
Grade			
K	136.1	152.1	+16
1	156	177	+21
2	169.2	186.5	+17.3

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

2017-2018

During our fall conferences, 100% of our 407 students' families were invited and 395 (97%) attended in order to share progress and were given information regarding student achievement. Spring Conferences 100% of our 398 students' families were invited and 378 (95%) attended the conferences. Throughout the school year, two additional, individualized progress notes were sent home to keep parents up to date on student achievement based on individual skills or strategies.

2018-2019

During our fall conferences, 100% of our 410 students' families were invited and 401 (98%) attended in order to share progress and were given information regarding student achievement. Spring Conferences 100% of our 411 students' families were invited and 394 (96%) attended the conferences. Throughout the school year, two additional, individualized progress notes were sent home to keep parents up to date on student achievement based on individual skills or strategies.

Points of Pride

- 100% Highly Qualified Staff
- Curriculum-Based Assessments on Common Core State Standards
- Advanced Math Program
- Physical Education, Technology, and Music Classes
- STEAM Lab
- Educational Field Trips and Anti-Bullying Assemblies
- Supportive Parent/Teacher Community
- Family Activity Nights (Math and Science- October, Reading- March, Writing-Spring)
- Family Book Fair twice a year
- Free Breakfast and Free Lunch for all Students
- Title I Interventionists and 31a Paraprofessionals
- Speech Therapists
- Coordinator of Student Support
- School-Wide Social Emotional Program (Caring School Community)
- Restorative Practices and PBIS to promote student growth and confidence to make good choices
- On-Site Instructional Consultation Facilitator and Team
- Updated Facilities and Technology
- National Watch D.O.G.S. Program
- MTSS Structure and Implementation
- Outside Agencies Involved in Meeting Family Needs

The staff of Ellis Elementary is a dedicated, caring, hard-working and highly-trained staff. Our goal to include our parents, families, and the community in the education of all our kids is of utmost importance. We look forward to starting your child on their learning journey at Ellis.

Sincerely,

Brian Babbitt

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