

# Pierce Elementary



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1829 Pierce Street, Birmingham, MI 48009

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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 Pierce 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 me at 248.203.4325 for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2tX1XTc>, or you may review a copy in the main office at the school.

For the 2017-18 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. Pierce Elementary School has not received a label.

For 2018 – 2019 the Greatest Areas of Need (as identified by a collaborative decision making process including input from the Pierce staff) were 1.) to increase the usage of formative assessments in designing instruction and 2.) to increase student empathy. With these goals in mind, we set to work as a learning community.

In the goal area of increasing usage and efficacy of formative assessments in designing instruction, we excitedly continued on our path. Teachers were trained to write meaningful goals, and this last year they were asked to formalize goals for students who had been identified as needing intervention. Usage of a school-wide standardized recording document (designed by our instructional team) was used consistently within classrooms for recording the intervention data and also to allow all staff members to easily share such information. Additionally, staff continued to work in professional learning communities formalizing the goals for students that were identified as in need. Finally, data was regularly analyzed by members of our professional learning communities for effectiveness and adjusted as needed.

Our second goal, increasing student empathy, was identified as a continuing area of need. Building relationships on all levels (student-student, student-teacher, and student-building staff) helps to create a safe learning environment and has been documented to increase student achievement as well as overall well-being. To this end, the Pierce school community continued its use of Panther Packs. The Panther Packs have a specific character focus or moral lesson during each meeting. Inherently, more is taught through the pack meetings. Because packs are heterogeneously grouped, relationship building with students of different grades is one of the most important factors. Older students connect and mentor younger ones. An added bonus is that the teacher facilitator gets to know these kids on a more intimate level. A second way that we have worked to meet our empathy goal is ongoing staff development in the area of effectively using a morning meeting to connect with students. Each teacher is able

to tailor his/her morning meeting to fit the social/emotional needs of the group. Younger friends may sing or dance, older students may turn and talk to a peer about their weekend.

State law requires that we also report the additional information:

1. Birmingham Public Schools is a closed district, which means that families must live within the district to be placed at a neighborhood school. Tuition-based programs are available for out-of-district families interested in attending our district.
2. Our School Improvement Plan is focused on the areas of formative assessments and empathy. In the area of formative assessments, teachers and academic support staff are working together to gather and review formative data that then allows a collaborative effort to outline goals for students in need. Professional development hours and focused work in our professional learning communities are each ways we are empowering the staff to meet our objective of using formative assessments to drive instruction and intervention. Additionally, our Panther Packs and the application of the Conscious Discipline principles are two powerful practices that are moving us towards instilling stronger empathy in our students.
3. BPS offers specialized schools to students within the district.
  - a. Birmingham Covington School is a 3-8 district-wide school of choice open to BPS students with a special emphasis on science and technology. Interested students may register to enroll. If there aren't enough spaces available, a lottery is held in January to select students for the upcoming school year.
  - b. Lincoln Street Alternative High School seeks to develop the unique talents of their students by providing them the opportunity to acquire the skills, knowledge and attitude necessary to live successfully in a changing world. LSAHS provides a flexible learning environment in a family atmosphere that encourages student decision-making, critical thinking, understanding of and appreciation for individual and cultural differences, and good citizenship in our democratic society.
  - c. BPS partners with the International Academy to offer the International Baccalaureate program to high school students. Currently, the district holds 80 seats for interested students accepted into the program.
  - d. Oakland Schools Technical Campus Southeast is an extension of the high school program and provides nine educational clusters which are developed around broad occupational areas containing many different, but related, career training options for students.
4. BPS adheres to the Career and College Readiness academic standards and Michigan Merit Curriculum from the State of Michigan. Information on these can be found at <http://tinyurl.com/MI-Standards>. In addition, our district continues to work to fully align our K-12 curriculum with state and national standards. As work progresses on these efforts, information will be made available to parents on our district website under the [Teaching and Learning Department page](#).
5. The state requires each district to administer district-selected tests in English Language Arts and Mathematics in first through eighth grades. BPS uses assessments closely tied to its curriculum. The school district assesses students in grades 1-5 each spring with the Fountas & Pinnell Reading assessment. The following Fountas & Pinnell data represent the percentages of students that scored at or above standard in 2018 and 2017.

Fountas & Pinnell Reading - Independent	Year	% Above Standard				
		1st	2nd	3rd	4th	5th
Pierce	Spring 2018	94	98	91	93	88
Pierce	Spring 2017	97	92	97	90	82

The district also administers the NWEA Reading and Math assessments in Grades 1-8. Below are spring 2018 and spring 2017 mean RIT (Rasch uNIT) scores, compared to national norm RIT scores.

NWEA Reading	Year	RIT Mean Score				
		1st	2nd	3rd	4th	5th
Pierce	Spring 2018	184.5	200.5	204.7	212.1	218.5
Pierce	Spring 2017	186.2	193.8	203.7	211.2	219.7
NWEA National Norms	Spring 2015	177.5	188.7	198.6	205.9	211.8

NWEA Math	Year	RIT Mean Score				
		1st	2nd	3rd	4th	5th
Pierce	Spring 2018	190.4	199.0	209.9	217.4	233.7
Pierce	Spring 2017	189.8	195.8	205.8	217.1	232.7
NWEA National Norms	Spring 2015	180.8	192.1	203.4	213.5	221.4

6. During the 2018-19 school year, Pierce Elementary School had 99 percent of parents attended a conference (99 percent for female students and 99 percent for male students). This compares to 90 percent for the 2017-18 school year (90 percent for female students and 90 percent for male students).)

We would like to thank the Pierce Elementary school community for their continued support of our programs and activities. We are pleased to present this report for your review. Please contact the district at 248.203.3000 for more information about our achievements.

Sincerely,

Jim Lalik  
Principal

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**NOTICE OF NONDISCRIMINATION**

The Board of Education is committed to maintaining a learning/working environment in which all individuals are treated with dignity and respect, free from discrimination and harassment. There will be no tolerance for discrimination or harassment on the basis of race, color, national origin, religion, sex, sexual orientation, marital status, genetic information, disability or age. The District prohibits harassment and other forms of discrimination whether occurring at school, on District property, in a District vehicle, or at any District related activity or event. The Superintendent will designate compliance officers and develop and implement regulations for the reporting, investigation and resolution of complaints of discrimination or harassment. The following people have been designated to handle inquiries regarding the nondiscrimination policies: Students - Inquiries related to discrimination on the basis of disability should be directed to: Executive Director of Specialized Instruction and Student Services, 31301 Evergreen Road, Beverly Hills, MI 48025, 248.203.3000. Direct all other inquiries related to discrimination to: Assistant Superintendent of Human Resources, 31301 Evergreen Road, Beverly Hills, MI 48025, 248.203.3000.