

West Maple Elementary

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6275 Inkster Road, Bloomfield Hills, MI 48301

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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 2014-15 educational progress for West Maple 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 248.851.2667 or a member of the office staff for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/PB9AgW>, or you may review a copy in the main office at your child's school.

A review of our school's combined report was completed by the building School Improvement Team. Our key challenges are: 1) a need for greater performance in basic writing skills, i.e. grammar, usage, and mechanics, 2) an increase in reading comprehension for our lowest quartile of students, and 3) an increase in math performance for our lowest quartile of students.

While our students show good vocabulary and idea formation in their writing, they need to improve basic writing skills. In order to facilitate that we have decided to use a program that teaches conventions of standard English including Grammar, Usage, and Mechanics. All staff has this as our building goal. All classroom teachers in grades 1-5 are using this program on a daily basis to teach and practice these skills. Beginning-of-year assessment was done as a baseline and end-of-year data will be collected to determine whether an increase has been made in student performance.

Our SMART goal in reading is that 90% of our students will meet, or exceed, standards in reading by June 2016 as based on the NWEA and Fountas & Pinnell reading assessments. Tiered RtI interventions are in place for any student performing below grade level. Continuous monitoring takes place by various staff including the administration so that adjustments may be made as needed. Staff has focused on improving student test taking skills this year in order to achieve the maximum performance, particularly when students are taking on-line assessments. Words Their Way, Reading and Writing Workshop, Lucy Calkins Units of Study, Compass Learning and other materials, strategies, and programs are being used to support student learning.

In order to increase student performance in math students will show growth in math vocabulary, basic facts, and number operations and base ten. These indicators will be measured by NWEA math assessments and District Common assessments based on the Math Expressions program used in grades K-5. Before, during, and after school math interventions are in place for underperforming students. Continuous monitoring takes place by various staff including the administration so that adjustments may be made as needed. Staff has focused on improving student test taking skills this year in order to achieve the maximum performance, particularly when students are taking on-line assessments.

State law requires that we also report 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. West Maple’s School Improvement Plan has focused on increasing student performance in reading, writing, and math. We have seen an increase in student scores in all three academic subject areas as measured by the Fountas & Pinnell Benchmark Reading Assessment, the Northwest Evaluation Association Reading and Math assessments, and the District Writing Prompt. Students have shown an improvement in all grades, in all subjects, 1st-5th. We are seeing a reduction in the achievement gap for our English as a Second Language Learners; the students are performing up to the degree most likely possible given the amount of time they have attended schooling in the United States. We continue to work with our staff to provide effective instruction for second language learners. Extensive early intervention in reading and math is provided to our students based on their needs.
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 State of Michigan’s core curriculum. Currently the district is working on revisions to the curriculum and will have that available once it is complete. To access a copy of the state’s core curriculum, visit <http://tinyurl.com/MI-Standards>.
5. The state requires each district to administer district-selected tests in English Language Arts and Mathematics in first through fifth grades. BPS uses assessments closely tied to its curriculum. The school district assessed students in grades 1-5 each spring with the Fountas & Pinnell Reading Assessment and with a common Writing Assessment. The following scores represent the percentages of students that scored at or above standard this year and last. The district also administers the NWEA Math and Reading Assessments in Grades 1-5. Below are spring 2015 and spring 2014 mean RIT (Rasch uNIT) scores, compared to national norm RIT scores.

% Above Standard

Fountas & Pinnell

Reading - Independent	Year	1st	2nd	3rd	4th	5th
West Maple	Spring 2015	87.5	90.2	87.2	88.3	85.2
West Maple	Spring 2014	88.2	89.8	86.7	85.7	88.8

% Above Standard

BPS Writing Prompt	Year	1st	2nd	3rd	4th	5th
West Maple	Spring 2015	88.6	69.2	89.7	75.3	92.6
West Maple	Spring 2014	78.8	61.2	82.7	85.7	93.7

NWEA Reading	Year	RIT Mean Score				
		1st	2nd	3rd	4th	5th
West Maple	Spring 2015	186.6	197.8	205.6	211.3	219.0
West Maple	Spring 2014	185.0	198.7	204.7	214.2	218.7
NWEA National Norms	Spring 2011	176.9	189.6	199.2	206.7	212.3

NWEA Math	Year	RIT Mean Score				
		1st	2nd	3rd	4th	5th
West Maple	Spring 2015	192.2	200.2	207.9	217.8	232.0
West Maple	Spring 2014	190.8	202.0	214.6	221.1	236.0
NWEA National Norms	Spring 2011	179.0	191.3	203.1	212.5	221.0

- During the 2014-15 school year, 99 percent of parents of students at West Maple attended a conference (100 percent for female students and 98 percent for male students). This compares to 100 percent for the 2013-14 school year (100 percent for female students and 100 percent for male students).

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

Sincerely,

Laura Mahler
Principal

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.