



PATTON ELEMENTARY SCHOOL

"Patton Elementary, developing lifelong learners prepared to meet the challenges of the future."

18851 McKinnon Roseville, MI 48066

Ms. Jeanne Williams

PRINCIPAL

Phone: (586) 445-5795

Fax: (586) 293-2881

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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 2016-17 educational progress for Patton 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 Ms. Jeanne Williams for assistance.

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

For the 2016-17 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 studentsubgroup. 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. Our school was identified as a "targeted support and improvement" school.

Each school receives an overall index value ranging from 0-100 based on the degree to which the school meets its target in each area. Index values also are calculated for each subgroup that has at least 30 students within a school. We have been identified as having one subgroup with an index value at or below the highest index value used to identify the bottom 5% of schools.

As a result we have integrated the following initiatives into our School Improvement Plan. We continue to implement the evidence based intervention of including pull out/push in Math supports with an interventionist, leveled reading programs, individualized reading intervention plans that include Lexia Core 5, the reading/math support program called Moby Max, Everyday Mathematics, and MAISA writing units. These key initiatives are being undertaken to accelerate student achievement and close persistent gaps in achievement.

Patton Elementary has also undertaken several additional initiatives to combat the challenges we face. These initiatives include using Direct Instruction for reading to provide structure and consistency in reading instruction. All instructional staff at Patton are expected to implement the district's core curriculum, which is aligned with Michigan's Grade Level Content Expectations (i.e., science, social studies, physical education, etc.) and Common Core State Standards (e.g., reading, writing, mathematics, etc.). For those interested in a copy of the district's core curriculum, please feel free to contact the Roseville Community Schools' Office of Curriculum at 586.445.5688.

The majority of our students are assigned to our school based upon district boundaries set forth by the Roseville Community Schools' Board of Education. Other children attending Patton were either intra-district transfers from other schools within Roseville Community Schools or participants in the "School of Choice" option available to those students residing in Macomb County, MI.

Based on the 2016-2017 M-Step data the key challenge for Patton Elementary is to increase student proficiency in all core subjects in designated subgroup areas. The 2016-17 M-Step data reflects that the proficiency percentage of Patton's third through fifth graders was below the state proficiency averages in English Language Arts, Mathematics, Science and Social Studies. However, resources and extra support are being provided to meet this challenge. There were also some encouraging gains: The percent of 4th graders proficient in math more than doubled from the previous school year, the 5th graders increased 3.2% in math proficiency, and the 3rd graders had a 2.9% increase in ELA from the previous school year. This school year, the number of iRIPs (Individualized Reading Plans--required for

students who score below grade level in reading in grades K-3) has decreased significantly as well. For example, in 1st grade, 44% of the students had an iRIP at the beginning of the year. Through interventions, the number has decreased to only 18% this spring. Similarly, in 2nd grade, 66% of the students had an iRIP at the beginning of the year; this number has decreased to only 24% this spring.

Patton's School Improvement Plan is as follows: Patton staff participated in professional development activities related to Everyday Mathematics, MAISA writing units, technology, and PBIS (Positive Behavioral Intervention and Supports). Patton staff will identify and implement tiered and targeted instruction in all content areas to close achievement gaps and increase proficiency percentages for all students. Staff will also use formative and summative assessments to gauge the success or failure of curriculum changes and as a means of strategizing and focusing instruction.

We also remain committed to bridging the home to school gap through parent teacher conferences. In the 2016-2017 school year, we had an 86% attendance rate (171/200) in Fall, and an 89% attendance rate (174/196) in Spring. For the 2017-2018 school year, our Fall Conference attendance was 71% (146/207) and our Spring Conference attendance was 81% (170/210).

In closing, the staff and I are very proud of all the hard work our students at Patton have accomplished. Their hard work, effort, and determination have already lead to many positive gains in academic achievement. We strive to improve the educational success of all our students at Patton Elementary. Self assessment, monitoring student success, are being undertaken to accelerate student achievement and close persistent gaps in achievement. We are fortunate to have a school community that is involved so greatly with education.

Sincerely,

Jeanne Williams