

Davison Community Schools

Central Elementary School Annual Report 2021-22 Posted February 15, 2023



Where Kids Come First and Futures Begin

Connections ♦ Curriculum ♦ Opportunities



Central Elementary

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for Central Elementary. 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 Principal Christine Kuzinski for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/3jIQEah> or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. 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.

The key challenges for the school this year include the ongoing effects from the COVID-19 pandemic. The results have left many students behind academically. We are also very concerned about the fragile mental health issues that we are beginning to see in our students from the effect of the pandemic that has strained our families financially and emotionally. Of course, inequity in funding and constantly changing requirements and new legislation affecting public education continue to make it difficult for schools, from trying to establish ways to measure student progress with fidelity despite ever changing state assessments to the exodus of educational professionals into other fields and discouragement of promising young adults from pursuing educational careers.

We have several key initiatives in place to accelerate student achievement including:

- District and school improvement process and plans
- Advisory Curriculum Council (ACC) which uses the Understanding By Design model for the development and revision of all Davison Community Schools curriculum
- Standards Referenced Grading
- The addition of MTSS (Multi-Tiered System of Supports) instructional coaches and teachers in school buildings to provide targeted support to struggling students.
- Data Days to review district and building student achievement and behavior data
- District and building Professional Learning Communities (PLC's) by Grade Level and/or Subject Matter
- District Math Coach
- Elementary Counselors



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- Success Coordinators
- Quality Career and Technical Education (CTE) program
- Advanced Placement (AP) program offering 15 AP courses at Davison High School.
- Positive Behavior Intervention Support (PBIS) and Promoting Positive School Climate (PPSC) initiatives
- Cardinal Code

State law requires that we also report the additional information:

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

The District is a “schools of choice” district in that there are no set school building boundaries within the district. Any child living within Davison school boundaries can attend any school within the district at the student’s grade level. Davison Community Schools also participates in the state of Michigan’s 105 and 105c Schools of Choice programs, which provides students living outside district boundaries opportunities to attend Davison.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:

The Michigan Department of Education directed all school districts to transition to the new continuous improvement process referred to as the Michigan Integrated Continuous Improvement Process (MICIP) by January 2021.

At Davison Community Schools, we have a District MICIP Team composed of representatives from each school building to include a variety of perspectives and ideas. The team uses district- and building-level data to identify areas of need in order to create a continuous improvement plan using evidence-based strategies and activities. It is the role of the District to support the instruction at the systems level as well as to fund the plan.

The MICIP Team has identified two goals:

- Improve Social Emotional Learning (SEL) capacity by focusing on Multi-Tiered Systems of Support (MTSS) behavior.
- Provide cohesive curriculum, instruction, assessment and intervention.

Both are active goals that are being implemented and monitored in all school buildings and throughout the District.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

All of our school buildings offer a quality education and are unique in their own ways.

- Davison High School: Houses approximately 1,700 students in grades 9-12.
- Davison Alternative High School: Specializes in credit recovery for students in grades 9-12.
- Davison Middle School: Houses seventh and eighth graders.
- Hahn Intermediate School: Houses fifth and sixth graders
- Central Elementary: First through fourth graders and the district’s gifted and talented program



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- Gates Elementary—Houses first through fourth graders
- Hill Elementary—Houses Kindergarten through fourth graders
- Siple Elementary—Houses Kindergarten through fourth grades
- Thomson Elementary— Houses Kindergarten students

CORE CURRICULUM:

The State of Michigan requires that all students enrolled in public school districts receive daily core curriculum instruction in language arts, reading, English, math, science and social studies. Davison Community Schools, being in full compliance with state requirements, offers daily core curriculum instruction which meets or exceeds state requirements in all areas. The district has developed and implemented outcomes for kindergarten through 12th grades which reflect the state Core Curriculum guidelines. The content of these guidelines is based on “... an effective program which fosters the development of a well-rounded literate individual.” The district’s Advisory Curriculum Council, an ongoing group made up of board members, teachers, and administrators reviews each of the core areas on a six- to eight-year cycle. Additionally, student achievement is monitored in each of the five core academic areas by standardized achievement tests, teacher developed tests and MEAP test results. For more information or a complete copy of the Michigan Department of Education’s Model Core Curriculum Outcomes please visit this link: <http://www.mich.gov/mde/0,4615,7-140-28753---,00.html>

ASSESSMENT INFORMATION:

In addition to the assessment data in this Annual Education Report, listed below are percentages of students at Central Elementary meeting benchmarks or proficiency in a variety of local assessments that are given.

Note:

- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) - Composite – benchmark is determined by grade level and time of year. DIBELS was not administered at all elementary grade level this year.
- NWEA: The Northwest Evaluation Association, also known as MAP testing, is an evaluation test to see where a student is academically. The district began using this as an assessment tool in 2018-19.

Please see next page for assessment information.



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	<u>2020-21</u>	<u>2021-22</u>	
<u>Assessment</u>	<u>Percent Proficient</u>	<u>Percent Proficient</u>	<u>Grade</u>
DIBELS (Reading)	66.7%%	53.5%	1
DIBELS (Reading)	58.3%	50%	2
NWEA (Reading)	47%	50.4%	1
NWEA/STAR (Reading)	50%	57.7%	2
NWEA/STAR (Reading)	66%	56.1%	3
NWEA/STAR (Reading)	74%	66.1%	4
NWEA (Math)	64%	59.4%	1
NWEA (Math)	50%	55.6%	2
NWEA Math	62%	58.1%	3
NWEA Math	70%	65.2%	4

PARENT-TEACHER CONFERENCE INFORMATION:

In the Fall of 2021, Central Elementary had 497 students represented, or 93 percent, at parent teacher conferences. Of those students, 92 percent represented female students and 94 percent represented male students.

Thank you for taking the time to read this Annual Report.

Christine Kuzinski, Principal