



Westwood Elementary School

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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 2019-2020 educational progress for Westwood 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 Chris Kenroy for assistance.

The AER is available for you to review electronically by visiting the following web site: <http://westwood.portlandk12.org/> or you may review a copy in our main office at your child's school. Achievement data is available at <http://bit.ly/2lqn4FS>

For the 2019-2020 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 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 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.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

- A. Westwood is the only school serving the 3rd through 5th grade students attending Portland Public Schools, all students in those grades are assigned to Westwood.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

- A. Westwood Elementary has a comprehensive school improvement plan designed and implemented by staff, teachers, and administrators. It includes parent involvement activities, professional development, academic goals, professional research, a comprehensive needs assessment, and research based strategies for improving academic achievement for and amongst our students.
- B. Our three academic goals include improving achievement in writing, reading, and mathematics. Our staff has participated in professional development in reading comprehension, reading fluency, assessment of reading, writing and student engagement to support our reading and writing goals across the curriculum. Staff members have also been involved in professional development in the areas of math coherence, Next Gen Science Standards implementation and technology integration.
- C. Analysis of our data from our assessments has shown students' progress toward the objectives. We continue to set our targets for student growth and achievement through the data we collect on a regular basis. These targets are in line with our school improvement goals and objectives.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

- A. Westwood is not a specialized school. We do participate with Ionia Intermediate School District to access the specialized school they supervise as needed.

4. IDENTIFY 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

- A. The Michigan State Board of Education has developed a model Core Curriculum for school districts to use. Core curriculum is defined as a set of learning objectives (Grade Level Content Expectations or GLCEs and the Common Core State Standards or CCSS) that all students are expected to achieve. Westwood teachers work actively to ensure that our curriculum is aligned with the expectations provided by the state. Information regarding the school's curriculum can be requested from the principal's office.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

- A. We utilize common unit assessments in the core curricular areas which are continually under development. They reinforce and support the achievement progress made on the M-STEP.
- B. Utilizing NWEA Reading assessments, over 90% of Westwood students in 2019-2020 demonstrated a year's worth of growth .

- C. Utilizing Acadience Reading assessments, Westwood students in 2019-2020 demonstrated over 1 year of academic growth.

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

- A. Conferences are held at Westwood Elementary twice a year, in October and again in March. In October 2019, we had 98% of our students represented. In March 2020, 100% of our students were represented at conferences.

The students and staff of Westwood Elementary have every reason to be proud. A tradition of achievement is present at Westwood and in the Portland community, and we are proud to be a part of your community schools. I congratulate each student, family, and staff member and encourage you to continue to give great effort in our pursuit of academic achievements.

Sincerely,

Christopher Kenroy
Principal