



Midland Public Schools

Inspiring Excellence

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Plymouth Elementary School Annual Education Report (AER) for 2018-2019 Data

January 31, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Plymouth 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 Margaret Doan for assistance.

The AER is available for you to review electronically by visiting the following web <http://bit.ly/2W9G67k> or you may review a copy in the main office at your child's school.

For the 2018-19 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.

Our school has not been given one of these labels.

Plymouth Elementary scored higher than the state average in all test areas except fifth grade math, and scored above the district average in fourth grade math and English Language Arts. Our school improvement plan highlights strategies to improve in all areas, but the school improvement team has focused on examining current practices and analyzing strategies to improve mathematics scores. Teachers have formed monthly Professional Learning Communities to study data and align instruction with specific focus on mathematics instruction. English Language Arts and Social Studies are taught through the Primary Years Programme framework. With support from the Primary Years Programme Coordinator, grade level teachers meet bi-weekly to plan, discuss, and reflect on teaching and student learning.

Plymouth also offers an extended learning opportunity throughout the school year and in the summer to support our at-risk student population in grades kindergarten through fifth grade. This is funded through Title I and Early Literacy funding.

An area of pride and emphasis is Plymouth's implementation of the International Baccalaureate (IB) Primary Years Programme (PYP). Throughout the 2019-2020 school year, staff will continue to develop, teach, and reflect on unit planners. Plymouth staff will strive to engage learners through experiences that are authentic, relevant, transdisciplinary and move learners beyond knowledge acquisition to become global citizens. Plymouth is currently completing a self study of practice as part of the PYP IB reauthorization process that will take place in the fall of 2020.

Plymouth has fully adopted and implemented Project Lead the Way (PLTW) science curriculum in grades kindergarten through fifth grade. This curriculum will complement the current science curriculum based on the Michigan Science Standards while adding an element of STEM (Science, Technology, Engineering and Math) education.

State law requires that we also report additional information.

1. Process for assigning pupils

School attendance boundaries are set by the Board of Education. All students living in the attendance area of a school attend that school unless the Schools of Choice option is selected.

2. Status of the 3-5 year school improvement plan

Plymouth Elementary's school improvement plan was updated in the spring of 2019 in order to align activities and strategies for all classes, kindergarten through fifth grade. Major updates included mandating that teachers participate in collaborative instructional feedback teams to improve their practice, scheduling a common intervention time for all students to participate in remediation or extension without missing general instruction, incorporating specific technological strategies in math, and making intentional instructional decisions to use mathematical language and vocabulary throughout the day.

Our School Improvement Plan for 2019-2020 was approved by the MPS Board of Education. The plan includes academic goals for the four core curricular areas and is reviewed and revised upon the conclusion of the school year. A complete copy of our plan is on file in the school office and available for viewing at the school website <https://www.pme.midlandps.org>

3. Description of each specialized school

There are no specialized schools in the Midland Public Schools.

4. Core Curriculum Information

A copy of the core curriculum may be obtained from the curriculum office at the MPS Administration Center. The core curriculum is fully implemented. There are no variances from the state's model.

5. Local competency test results or national achievement test results

District 2017-18 Summary						
	Mathematics		Literacy			
	# Tested	% Meeting Standard	Reading Comprehension # Tested	% Meeting Standard	Writing # Tested	% Meeting Standard
Grade K	524	91.8%	530	86.4%	530	92.1%
Grade 1	520	83.3%	525	82.7%	525	82.9%
Grade 2	522	91.0%	494	91.1%	494	85.6%
Grade 3	530	71.1%	532	84.2%	532	79.1%
Grade 4	525	69.4%	526	69.4%	526	81.3%
Grade 5	550	52.2%	554	84.4%	554	83.9%
Total (Does not include K)	2647	73.2%	2631	82.3%	2631	82.5%

Plymouth 2017-18 Summary						
	Mathematics		Literacy			
	# Tested	% Meeting Standard	Reading Comprehension # Tested	% Meeting Standard	Writing # Tested	% Meeting Standard
Grade K	69	97.1%	72	94.4%	72	95.8%
Grade 1	70	88.6%	70	94.3%	70	94.3%
Grade 2	78	78.2%	78	83.3%	78	83.3%
Grade 3	70	80.0%	70	88.6%	70	78.6%
Grade 4	73	69.9%	73	58.9%	73	78.1%
Grade 5	86	32.6%	86	93.0%	86	90.7%
Total (Does not include K)	377	68.5%	377	83.8%	377	85.2%

District 2018-19 Summary						
	Mathematics		Literacy			
	# Tested	% Meeting Standard	Reading Comprehension # Tested	% Meeting Standard	Writing # Tested	% Meeting Standard
Grade K	506	91.5%	509	86.1%	509	92.5%
Grade 1	498	89.8%	501	86.0%	501	84.6%

Grade 2	555	89.9%	557	84.9%	556	79.6%
Grade 3	534	69.1%	534	86.1%	534	80.1%
Grade 4	557	69.1%	560	75.4%	560	81.4%
Grade 5	523	48.8%	524	69.9%	524	81.1%
Total (Does not include K)	2667	73.3%	2676	80.4%	2675	81.3%
Plymouth 2018-19 Summary						
	Mathematics		Literacy			
			Reading Comprehension		Writing	
	# Tested	% Meeting Standard	# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	83	96.4%	84	96.4%	84	94.0%
Grade 1	71	97.2%	71	94.4%	71	94.4%
Grade 2	80	92.5%	80	96.3%	80	86.3%
Grade 3	80	58.8%	80	86.3%	80	75.0%
Grade 4	77	76.6%	77	84.4%	77	90.9%
Grade 5	75	50.7%	76	61.8%	76	94.7%
Total (Does not include K)	383	75.0%	384	84.7%	384	88.0%

6. Number and Percentage of students represented by parents at conferences

	Fall	Spring
2017-2018	441 conferences held 89% attendance	176 conferences held 35% attendance
2018-2019	426 conferences held 94% attendance	221 conferences held 48% attendance

At Plymouth Elementary, we continue to be proud of our students, staff, and community. The staff will continue to focus on reaching 100% achievement on school improvement goals and maximizing learning for each student.

Sincerely,

Margaret Doan
Plymouth Elementary Principal