

Millside Elementary School 2010-11 Annual Report — Introduction

Aug. 22, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2010–11 educational progress for Millside Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP), teacher quality and more. If you have any questions about the AER, please contact Principal Martha Szymanski for assistance.

The AER is available for you to review electronically by visiting www.algonac.k12.mi.us/ or you may review a copy at your child's school office.

AYP summary:

For 2010–11, Millside Elementary School made Adequate Yearly Progress (AYP) in English Language Arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort. See the Annual Report for further details on our AYP grade.

More Millside Elementary School information

In addition to the facts and figures you will find in the Annual Report, we want to share the following information with you:

Pupil assignment process — 2010–11*:

Students are located as follows:

- Algonac Elementary School: K–5
- Millside Elementary School: K–5
- Fair Haven Elementary School: K–5
- Pte. Tremble Elementary School: Great Start Readiness Program
- Algonquin Middle School: 6–8
- Algonac High School: 9–12

The Algonac Community School District has a policy and process in place for non-district residents' schools of choice requests. Copies of the policy and procedures are available at the Principal's Office or through the Central Administration Office.

*This information was the same in the 2009–10 school year.

School Improvement Plan status — 2010-11:

Goal 1: All students will be proficient in mathematics.

- Saxon math began in the 2009-10 school year for grades K-3. In the 2010 school year, it was extended to Grade 4. In 2011 it will extend to Grade 5.

- Criteria for success to monitor progress will be Saxon Math Assessments and MEAP, maintaining the high level of proficiency.
- Small group and differentiated instruction will target those students who were not proficient on the 2010 math MEAP. These groups will include those who would not be considered proficient based on proposed cut scores.

Goal 2: All students will be proficient readers.

- Criteria for success and multiple measures of assessment to monitor progress and success will be the reading MEAP, DRA and QRI according to the language arts curriculum.
- Differentiated instruction will be provided to small groups of students based on need. The focus will be 1) provide strategies for students who lack focus; 2) test taking strategies; 3) reading strategies for accuracy and comprehension; and 4) the teacher will provide instruction and practice with creating constructive responses.
- Teachers will provide strategies for students who lack focus including test taking and reading strategies.
- Teachers will incorporate the seven reading comprehension strategies through shared reading and whole group instruction.

Goal 3: All students will be proficient writers.

- At least 30 minutes of writing workshop time daily incorporating mentor texts, the use of graphic organizers to develop ideas and organize writing, and focused mini lessons based on student needs. These blocks can occur in any curriculum area.
- Writing time will be provided on a daily basis which includes writer's workshop, notebooking and content area writing.
- Mentor texts will be used to teach writing strategies and grammar skills using mini-lessons to support GLCE's.
- Students will continue to use graphic organizers to develop ideas and organize writing including informational writing.

2009-10:

Reading and writing improvement:

- All teachers increased use of the Reading A-Z program, WriteWell series, Houghton Mifflin Spelling program and Houghton Mifflin website for students to access from home.
- Teachers modeled and provided students time with mentor text to practice reading like a writer. With the Lucy Calkins program, students had more opportunities to develop writing skills through Writer's Workshop.
- Students at all grade levels participated in Writer's Workshop at least three to five times per week.
- Study Island and Reading A-Z were provided as additional opportunities for students to practice reading comprehension skills at school and home.

Mathematics improvement:

- The St. Clair County Regional Educational Service Agency (RESA) math consultants provided staff support and modeled lessons in the classroom.

- Parents were provided with strategies and tools such as Study Island to use at home to support the curriculum needs of the children.
- All teachers modeled and involved students in estimation, math computations and place value activities. Basic fact practices were part of the weekly lessons and were done three to five times a week.
- The Math Achievement Plan (MAP) continued this year, with teachers and parents meeting to develop a math plan for individual students.
- All K-3 teachers implemented Introduction of Saxon Math into their daily fact practice.
- Students were able to access the Saxon Math website at home.
- RESA math consultants provided staff support and modeled lessons in the classroom.

Specialized schools and alternative education:

The following programs are offered to Algonac students:

- The Academic Transitional Academy (ATA) provides pre-vocational support to 9th- and 10th-grade students.
- St. Clair TEC offers countywide career and technical training to high school students.
- Woodland Developmental Center serves students with severe learning disabilities to age 26.

Core curriculum — 2010-11*:

All elementary students in the District receive daily instruction in reading, writing, math, science and social studies throughout the school year. In addition, they receive one hour per week of Spanish instruction, as well as regular instruction in art, music, physical education and library/computer education. All elementary students are expected to be reading on grade level by the end of 3rd grade. All elementary students are also expected to be on grade level in mathematics by the end of 5th grade to advance to middle school. Students who are unable to attain the required level of success in reading or math must attend after-school tutoring, summer school or outside agencies (such as Sylvan Learning), or face being retained in the same grade for the next school year. At-risk services are provided to qualifying elementary students in all buildings, and Title 1 services are offered to eligible students in the District's elementary Title 1 building (Algonac Elementary School). All elementary buildings follow standards and benchmarks of the Michigan Curriculum Framework and the nationally recognized Grade Level Content Expectations (GLCEs).

At the middle school, all students are required to successfully complete courses in math, science, reading and writing, social studies and Spanish. In addition to these core classes, students may choose between band and chorus, and may also take part in other elective classes including physical education and computers. At-risk and Title 1 services are provided to students in this building. Students receive these support services in the Academic Achievement Program classroom using the PLATO computer program, as well as in the Title 1 reading support classroom. Students are expected to be at grade level when they enter middle school and to maintain this readiness throughout middle school. The middle school also follows the standards and benchmarks of the Michigan Curriculum Frameworks and the GLCEs.

Students in the high school are expected to successfully complete the Michigan Merit Curriculum which includes: four years of English and math, three years of social studies

and at least three years of science, including either chemistry or physics. Additionally, students are required to take physical education and health classes as part of their graduation requirements. Students may use the balance of their credits for elective classes such as band, chorus, Spanish, French, German, yearbook, newspaper and library. Upperclassmen are now given the opportunity to take some elective classes online through the e2020 program. The high school now offers the world-renowned International Baccalaureate Diploma program, which will add even more rigor to the curriculum.

*This information was the same in the 2009–10 school year.

Parent-teacher conference rate:

2010–11 — 100%

2009–10 — 100%

Principal's letter:

The Millside team of staff and families continues to make Millside a School of Choice. We believe this is due to:

- The behavior programs to encourage making good choices and recognizing the students for such decisions, including CHAMPS, the DeBug system, safe bus riders certificates and Bucket Fillers.
- The Student Council sponsored events to support community needs.
- Students are selected to be part of the everyday operations of the school such as lunch helpers and office helpers, as well as cross grade tutors.
- Over 150 parents are recognized for volunteering during the school year.
- Career Day presented by community members provided the students with information on twelve careers.
- The second year of the gender classrooms proved to be most beneficial for student success and student personal growth.

Because of the technological talents of our staff, students are involved in a technology rich environment through the use of the SMART boards, SMART slates, projection cameras and laptops on a daily basis. Daily, the attendance rate is generally more than 97% and can be contributed to the positive classroom learning environment, as well as supportive parents.

For these reasons and many others, I commend the students, staff and parents of Millside Elementary School and look forward to continued success in the 2011–12 school year.

Sincerely,

Martha Szymanski
Principal, Millside Elementary School